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ABSTRACT

The impact of an alternative calendar that was developed to meet the needs of present and projected university constituencies at the University of Wisconsin-Oshkosh was assessed. The calendar combines a traditional two-semester system of 17 weeks each and an eight-week summer session with an alternative calendar that divides the fall and spring semester each into three modules and a summer semester into two four-week modules. The evaluation project, sponsored by the Fund for the Improvement of Post Secondary Education, sought to: (1) determine changes in attitude and campus activities and climate as a result of the new calendar; (2) measure student and faculty attitudes toward unique instructional formats, teaching strategies, and calendar time periods; (3) evaluate student performance in courses with various instructional formats and strategies; (4) evaluate the effectiveness of calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, and others; and (5) assess the effective responses of faculty to the faculty development program that involves compensation for additional service for curriculum development, research opportunities, and inservice training. A summary chronology of evaluation activities, budget information, and findings and the following appendices are included: the evaluation team report, a report to the faculty on the calendar, and abstracts of two doctoral dissertations on the calendar. (SW)

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FINAL REPORT:

EVALUATION OF AN INNOVATIVE ACADEMIC CALENDAR AND ITS EFFECTIVENESS

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PART I: OVERVIEW

RETROSPECTIVE DESCRIPTION OF PROJECT

The "Evaluation of An Innovative Academic Calendar and Its Effectiveness" project is rather unique for FIPSE to support since the problems addressed were matters of "process" rather than "product." Instead of proposing an innovation with the normal requirement of including an evaluation section, this project is itself an evaluation project. FIPSE as well as several other external funding sources have supported various components of the Oshkosh Calendar Plan.

The project problem was assessing the impact an alternative calendar plan had on many constituencies. A brief description of the Oshkosh Calendar is discussed first in order to understand the complexity of evaluating an institution which has undergone a major change in all aspects of its operation over a two year period 1975-77.

Background - Oshkosh Calendar Plan

Facing the reality that enrollments for traditional age college-bound students were projected to decline significantly over the next decade, the University of Wisconsin-Oshkosh found itself in a dilemma in spring 1974. Should it shift its emphasis toward new clientele needs, e.g. adults and part-time learners, or maintain the status quo and hope the pessimistic predictions would not materialize? It had already suffered an enrollment decline of 15 percent between 1970 and 1974 and subsequently had to lay off 22 tenured faculty.

The faculty and staff felt something had to be done, so in November 1974 a referendum was held to determine if the institution should adopt an alternative calendar. Two-thirds of eligible voters approved the plan for implementation in summer 1975.

The Oshkosh Calendar Plan was designed to accommodate full time 18-21 year old students as well as non-traditional learners. Its overall time framework consisted of two traditional length semesters of 17 weeks each and an eight week summer session, similar to many other institutions of higher education. (The Chronicle of Higher Education January 16, 1978 issue indicated university calendars were represented as: 48% on "early semester," 24% on "quarter systems," 13% on "4-1-4" and 7% on "traditional semester.") The unique UWO feature was to divide the fall and spring semesters into three modules of 7-7-3 weeks and the summer semester into two 4-week modules. The alternative short timeframes (modules) goals were to encourage curriculum innovation, foster faculty development activities, attract non-traditional learners and increase student accessibility to higher education opportunities.

Project Evaluation Approach

The first FIPSE proposal on this same topic was submitted in 1975 and was among the finalists but was not funded. This caused the University problems because staff members with the proper expertise could not be released full time to conduct the evaluation. However, a Calendar Evaluation Committee, which originally was organized to establish criteria for measuring the calendar's effectiveness, was reconstituted by the Chancellor to oversee the evaluation process during the first year, 1975-76. This committee consisted of faculty, students and administrators and became known as the UWO Calendar Evaluation Committee. Activities of this committee are briefly summarized in the section on Chronology of Events below.

A year later, FIPSE supported an updated calendar evaluation proposal. This allowed the University to employ external evaluation consultants who complemented the internal evaluation committee. As soon as the FIPSE grant

was approved in June 1976, Director of Planning, W. S. Adams (who became the FIPSE Project Director), in consultation with Chancellor Birnbaum and the Oshkosh Calendar Evaluation Committee, sought names of outstanding senior scholars. After telephoning approximately twenty experts in higher education nationally, Dr. Robert T. Blackburn, Professor of Higher Education, University of Michigan, was selected. FIPSE Deputy Director Charles Bunting was notified and concurred with the choice.

In addition to a senior scholar, the grant provided funding for two doctoral students. These students were selected on the basis of their academic and experiential background in higher education. One student, Ellen C. Armstrong, was chosen for her interest and expertise in institutional research and the other, Marie Draper Dykes, was chosen for her background in psychology. Both students were at the stage in their studies that the grant could be used as the subject for their dissertations at the Center for the Study of Higher Education, University of Michigan.

The contractual agreement between the three evaluators, hereafter known as the FIPSE Calendar Evaluation Team, and the University of Wisconsin-Oshkosh is stated below:

> This agreement between the University of Wisconsin-Oshkosh and the B & P Higher Education Associates establishes the broad charge to the FIPSE Calendar Evaluation Team. The Team will consist of a senior national scholar (Dr. Robert Blackburn, Professor, Center for the Study of Higher Education, University of Michigan) and two doctoral students (Center for Study of Higher Education, University of Michigan), one of whom will have a concentration area in institutional research and the other a concentration area in social psychology or cultural anthropology.
>
> In fulfillment of this charge, the Evaluation Team will directly coordinate all evaluation activities with the FIPSE Grant Director (Dr. W. Sam Adams) and the Lily Foundation Grant Director (Dr. William Mahler). It is understood that all data derived from interviews and other sources of evaluation which involve individual

responses will be confidential and the sole property of the FIPSE Evaluation Team. It is further understood that the final FIPSE Evaluation Team report will be submitted to the UW-O FIPSE Grant Director by August 15, 1977, who in turn will forward this report, in its entirety and without revision, to the FIPSE Office, H.E.W. by August 31, 1977. At least one copy of the FIPSE Evaluation Team report will be retained in the UW-O Polk Library Reserve Room for public review.

It will be the responsibility of the senior scholar to:

1. Design a comprehensive evaluation scheme for measuring the objective and subjective effects of the UW-O Calendar on students, faculty, administrators, and the Oshkosh community.

2. Study several components of the Oshkosh Calendar to determine the relative cost of implementing these selected components.

3. Supervise and coordinate evaluation methods, instrument design, data interpretation, and research reports produced by two University of Michigan, Center for the Study of Higher Education, doctoral students.

4. Prepare the final report evaluating the UW-O Calendar.

5. Prepare research articles for submission to scholarly journals.

It will be the responsibility of a doctoral student, with an emphasis in institutional research to:

1. Analyze existing data available from the Calendar Evaluation instruments.

2. Construct or modify existing objective instruments to assess calendar effectiveness.

3. Design computer programs to facilitate data analysis of these instruments (#2 above).

4. Draw a sample of class sections and a sample of students to assess effectiveness of new instructional techniques and delivery systems on student achievement.

5. Fulfill other requirements assigned by the senior scholar.

It will be the responsibility of a doctoral student, with an emphasis in social psychology or cultural anthropology, to:

1. Analyze existing calendar evaluation data on student, faculty, and administrator attitudes.

2. Construct subjective instruments and conduct interviews and field operations as needed to assess student, faculty, administrators, and community attitudes on calendar reform.

3. Collect and analyze data derived from these instruments and interviews (#2 above).

4. Fulfill other requirements assigned by the senior scholar.

Chronology of Calendar Evaluation Activities

As stated earlier, evaluation of any kind and at any level needs to commence simultaneously as the innovation or experiment. The UWO Calendar Evaluation Committee began its formal evaluation activities in May 1975 since external funding was not available. The following chronology summarizes briefly the extensiveness of all evaluation efforts associated with calendar reform.

SUMMARY CHRONOLOGY OF EVENTS/ACTIVITIES

RELATED TO THE EVALUATION OF THE OSHKOSH CALENDAR

Time Period	Participants	Events/Activities
May, 1975	W. S. Adams and UW-O Calendar Evaluation Committee	Administered locally developed "Calendar Reform Attitude Survey" and administered national surveys to 500 faculty, 500 students and 100 administrators.
September, 1975-January, 1976	W. S. Adams and UW-O Calendar Calendar Evaluation Committee	Administered locally constructed "Mini-Questionnaires" to sample faculty and students' attitudes about pre-programming, 7-week courses, 3-week courses, and 14-week courses.
January, 1976-May, 1976	W. S. Adams and UW-O Calendar Evaluation Committee	Readministered the same questionnaires to sample of faculty and students. Readministered "Calendar Reform Attitude Survey" and national surveys to 500 faculty, 500 students, and 100 administrators.

Time Period	Participants	Events/Activities
June 1, 1976	W. S. Adams and Charles Bunting, FIPSE Deputy Director	Approval of FIPSE Grant "Evaluation of an Innovative Academic Calendar and Its Effectiveness"
June 1-15, 1976	R. T. Blackburn, W. S.Adams, and R. Birnbaum and UW-O Calendar Evaluation Committee	After a national search for an outstanding scholar in higher education, Dr. Robert Blackburn, Professor of Higher Education, University of Michigan, was selected
June 24-25,1976	R. T. Blackburn, UW-O faculty committees and administrators	R. T. Blackburn visited UW-Oshkosh to familiarize himself with the campus and personnel.
June-July, 1976	W. S. Adams and UW-O Calendar Evaluation Committee	Administered locally constructed Mini-Questionnaires to sample faculty and students' attitudes about summer 4-week and 8-week sessions.
August 22-24, 1976	FIPSE Calendar Evaluation Team	Two doctoral students at the Center for Higher Education, University of Michigan, were selected (Armstrong and Dykes) and visited UW-Oshkosh.
September, 1976	V. Cox	A UW-Oshkosh faculty member (V. Cox) was assigned (.50 FTEF) to write the internal evaluation report.
September 22-24 1976	FIPSE Evaluation Team, UW-O college faculty, support division staff, Advance-Titan Editorial Staff, UW-O Calendar Evaluation Committee	FIPSE evaluation team met with groups to discuss Project goals.
October 1, 1976	UW Board of Regents UW Chancellors UW-O Administrators UW-O faculty leaders UW-O student leaders Oshkosh community leaders	A "Goal Matrix" was sent to various constituencies to determine calendar goal priorities (Appendix A, pp. 105-107)
October 11, 1976	FIPSE Evaluation Team	Project Newsletter #1 written and distributed to UW-O faculty (Appendix B)
October 14, 1976	M. D. Dykes W. S. Adams W. Mahler	Meeting in Milwaukee to discuss project coordination of faculty interviews with Lily Endowment Faculty Development Project Director (Mahler)

Time Period	Participants	Events/Activities
October 14-16, 1976	W. S. Adams	Attended FIPSE Directors' meeting in Zion, Illinois
October 18-19, 1976	R. T. Blackburn	Faculty interviews on campus. (Appendix A, pp. 109-123)
October 28, 1976	FIPSE Evaluation Team	Project Newsletter #2 written and distributed to UW-O faculty (Appendix C)
October 29-November 12, 1976	M. D. Dykes	Faculty interviews on campus
November 4-5, 1976	E. C. Armstrong R. T. Blackburn	Faculty interviews on campus
November 11-12, 1976	R. T. Blackburn	Faculty interviews on campus
November 19, 1976	FIPSE Evaluation Team	Project Newsletter #3 written and distributed to UW-O faculty (Appendix D)
November 30, 1976	E. C. Armstrong	Mailed survey questionnaire to 400 UW-O students (Appendix A, pp. 125-132)
December 9-10, 1976	FIPSE Evaluation Team	University support interviews on campus (Appendix A, pp. 134-149)
January 12, 1977	R. Garth UW-O Calendar Evaluation Committee	Discussion of FIPSE Evaluation Grant with FIPSE Project Officer (Garth)
February 1, 1977	V. Cox UW-O Calendar Evaluation Committee	Distributed Internal Calendar Evaluation Report (Appendix E)
February 17, 1977	FIPSE Evaluation Team	Project Newsletter #4 written and distributed to UW-O faculty (Appendix F)
February 23, 1977	FIPSE Evaluation Team and high school counselors	Questionnaire mailed to 70 area high school counselors (Appendix A, pp. 151-154)
February-March, 1977	UW-Oshkosh Marketing Research Class	Telephone interviews with 123 Oshkosh citizens and 31 Oshkosh high school students. (Appendix A, pp. 160-170)

Time Period	Participants	Events/Activities
March 21, 1977	W. S. Adams R. T. Blackburn	"Idea Market Place" display (Appendix G) at AAHE Conference in Chicago
May 24-26, 1977	R. T. Blackburn	Discussion of Project on campus.
August 10, 1977	R. T. Blackburn	Discussion of first draft of Project report on campus
September 10, 1977	R. T. Blackburn	Submission of final Project Report (Appendix A)
October 20-21, 1977	FIPSE Evaluation Team	College meetings on final Project Report
December 10, 1977	FIPSE Evaluation Team	Project Newsletter #5 written and distributed to UWO faculty (Appendix H)
February 15, 1978	E. C. Armstrong	Dissertation: "Impact of a New Calendar on University Support Systems" received at UW-O (Appendix I)
March 1, 1978	M. D. Dykes	Dissertation: "Organizational and Individual Influences on Faculty Participation in the Implementation of a University Innovation", received at UW-O (Appendix J)
March 21, 1978	Michigan Evaluation Team UW-O Chancellor UW-O Vice Chancellor Two UW-O Assistant Vice Chancellors W. S. Adams	Presentation of Project findings at AAHE Conference in Chicago
May 24, 1978	W. S. Adams E. C. Armstrong M. D. Dykes	Presentation of Project findings at AIR Forum in Houston

Changes from original proposal

Only minor changes were made between what was intended in the grant proposal and what actually occurred in the process of conducting the evaluation. There was a general overall reduction in amount of effort expended on the project, however, because the grant was funded at about half the initial request, i.e., $37,500 vs. $70,319. This meant the FIPSE Evaluation Team could be in Oshkosh only part of the 80 days originally planned. Robert Blackburn was on campus 18 days, Marie D. Dykes 23 days, and Ellen Armstrong 10 days. The project objectives were not compromised though since most of the evaluation activity involved data analysis and reporting which could be performed in Ann Arbor, Michigan.

The budget categories were altered slightly to accommodate the reduced allocation which subsequently changed the evaluation activities. The major reallocation was in UW-Oshkosh professional and clerical personnel who were originally going to be supported by FIPSE but with less resources had to be absorbed by the institution. Travel funds were increased for the FIPSE Evaluation Team since the individuals could not usually stay on campus for more than a few days at a time.

National tests, the Institutional Goals Inventory and the Institutional Functioning Inventory, were planned to be admininstered for a third time in May 1977, however, the FIPSE Evaluation Team and the Project Director agreed that this would not contribute significantly to the assessment. Prior administrations in spring 1975 and 1976 produced similar results so there was no reason to believe another administration would add any information. The national tests did not seem sensitive enough to measure specific changes in attitudes about the UW-O calendar. (See Appendix E, "Internal Evaluation of UW-Oshkosh's New Calendar")

FIPSE BUDGET

Budget Item	Original Budget 3-1-76	Revised Budget 6-7-76	Revised Budget 1-10-77
Senior Scholar	25,000	14,000	14,952
Institutional Research Student	6,000	6,000	7,500
Psychology Student	6,000	6,000	7,500
Director of Planning	5,000	-0-	-0-
Computer Programer	3,000	-0-	-0-
Clerical Secretary	6,500	5,290	-0-
Employee Benefits	3,628	1,830	-0-
Travel	1,200	1,600	2,200
Materials & Supplies	1,000	-0-	1,040
Other: National Tests	2,805	-0-	-0-
New Items: UW-O Telephone	-0-	-0-	228
UW-O Testing Center rental space & secretarial services	-0-	-0-	1,000
UW-O food services	-0-	-0-	300
TOTAL DIRECT COSTS	65,110	34,720	34,720
TOTAL INDIRECT COST	5,209	2,778	2,778
TOTAL	70,319	37,498	37,498

RESULTS OF PROJECT

The results of the evaluation are contained in the FIPSE Evaluation Team report (Appendix A), Marie Draper Dykes' dissertation (Appendix J) and Ellen Armstrong's dissertation (Appendix I). It is important to read these documents because they provide a comprehensive analysis of the project which is not possible in this space. Within the constraints of time and resources available, the FIPSE (Michigan) Evaluation Team did a highly professional and comprehensive job. The impact of the evaluation report has already influenced several institution decisions which are discussed in the next section of this report.

The findings related to project objectives

The project objectives were accomplished using several measurement and evaluation techniques. Only the statistically significant and principal outcomes of the project are briefly discussed here. For complete results, refer to Appendix A, I and J.

Objective #1: To assess changes in campus activities, climate, and attitudes of students, faculty, administrators and the Oshkosh community as a result of calendar implementation.

Results:

a. When students had participated in a calendar related activity, e.g. 7-week course, two-thirds said the experience was valuable.

b. About a third (30%) of the students said they increased their credit load with the calendar options while 46% did not change their credit loads and 24% decreased their credit loads.

c. Students were very satisfied with support services, e.g. Counseling Center, Health Center, since calendar was implemented.

d. About a fifth (20%) of student credit hour projection was taught in either a 7-week or 3-week module.

e. Almost two-thirds of the teaching faculty (N=309) have taught at least one 7-week course.

f. About a fifth (19% in 1975-76 and 17% in 1976-77) of the faculty have changed their teaching assignments so they could take advantage of calendar time periods, e.g. increasing credits taught in two terms to reduce or eliminate teaching obligations in another term.

g. Over half the faculty indicated there had been no change in their satisfaction with support services since calendar reform except the Library and Media Center. (These units were completely reorganized as part of the calendar plan.)

h. High school counselors said the calendar had no influence on their perceptions of UW-Oshkosh; rather traditional reasons were given for recommending UW-Oshkosh, i.e., location, academic programs, size, cost, etc.

i. An Oshkosh residence telephone survey produced some interesting community perceptions of the calendar:

   1) 70% of those aware of the calendar thought it provided an opportunity for a better education.

   2) 83% said UW-Oshkosh has a positive impact on Oshkosh.

   3) 78% had a favorable or very favorable impression of UW-Oshkosh.

j. Curricular flexibility and faculty revitalization were the best attributes of the calendar according to the majority of administrators.

k. New administrative structures, processes and procedures needed to implement the calendar were considered by the majority of administrators to be stabilizing and stimulating.

l. It was the unanimous opinion of administrators that administrative workload has increased appreciably.

m. The calendar has positively resulted in closer administrator and faculty relationships in making teaching assignments and scheduling courses according to the majority of administrators.

n. Some administrators thought the calendar and the planning process have brought more focus to institutional mission and academic program planning. Other administrators, however, felt that program viability and credibility were being threatened by the calendar and planning process.

o. Most administrators were concerned about the loss of autonomy in determining salary raises. Extra-institutional guidelines by UW Central Administration have reduced merit to "across-the-board" raises. Also, the Faculty Development Board has control of funds for rewarding faculty summer appointments and overloads which used to be the college deans' prerogative.

p. Even though formal communication systems were well established in relaying information about the calendar, deans and chairpersons universally expressed the need for more scheduled meetings to discuss proposals, issues, policies, procedures, etc.

Objective #2: To measure student and faculty attitudes toward unique instructional formats, teaching strategies, auto-technologies, and calendar time periods.

Results:

a. Most students (70%) still prefer 14-week length courses to 7-week courses (15%).

b. Two-thirds of the students who enrolled in at least one shorter term (7, 3, or 4 weeks) were "satisfied" to "very satisfied" with the pacing, amount, workload and academic achievement for all these course lengths.

c. While faculty were not specifically asked their views about unique instructional formats, teaching strategies, auto-technologies, and calendar time periods by the FIPSE evaluation team, the Internal Evaluation report (Appendix E) does. Generally, faculty gave mixed reactions to these innovations, i.e., about 25% were positively impressed, 50% had no opinion and 25% had a negative impression of these options.

Objective #3: To evaluation student performance in courses with various instructional formats, teaching strategies and auto-technologies.

Results:

a. Incomplete grades remained about the same (2-3%) prior to and during calendar reform.

b. Course withdrawals have significantly increased from 9% in fall 1973 to 16% in fall 1976.

c. Course grades tended to be higher in 3-week courses than 14-week or 7-week courses and 7-week courses tended to have higher grade averages than 14-week courses.

d. No statistically significant difference was determined for student academic achievement by length of course (7-week or 3-week) or instructional method (auto-tutorial or computer assisted).

Objective #4: To evaluate the effectiveness of calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, "drop-in"--"drop-out" students, ethnic minorities, veterans, etc.

Results:

a. A very high percentage (93%) of the students felt the calendar allowed them a better opportunity for part-time employment.

b. Part-time student enrollment increased significantly from 21% in 1973 to 30% in 1976.

c. The percentage of women in the student body (49%) has remained unchanged between 1973-1976.

d. No data for comparative purposes was available by age groups so impact of calendar drawing adults is unknown.

e. Students wanting to accelerate their completion of a degree seemed to take advantage of the calendar by increasing their average credit load. Prior to calendar only 4% carried 18 or more credits while in 1975 and 1976 about 18% of the student body enrolled for more than 18 credits.

f. Transfer students have significantly increased since calendar implementation. More students have transferred to UW-Oshkosh than from UW-O by these proportions 126% (1974), 185% (1975) and 235% (1976).

g. The percentage of evening, Saturday, and off-campus classes have decreased since 1975 therefore lessening non-traditional student opportunities.

Objective #5: To assess the affective responses of faculty to the Faculty Development Program which involves compensation for additional service for curriculum development, research opportunities and inservice training.

Results: An extensive three-year study of the Faculty Development Program funded by the Lily Endowment, Inc., has been underway since fall 1976. The results discussed below were collected and coordinated with Dr. William Mahler, Lily Endowment Project Director, and the FIPSE Calendar Evaluation Team. All data, unless otherwise stated, refer to academic year 1975-76 through fall 1976.

a. Over half the faculty have submitted at least one curriculum development or research proposal.

b. Curriculum development and research grants have been awarded to 173 different faculty member.

c. Faculty College has enrolled 864 UW-O and extra-institutional people.

d. Off-campus grants have been awarded to 22 faculty.

e. Faculty Development Program (FDP) participants as compared to non-participants include these characteristics (sample of 100 faculty):

1) Are younger than non-participants.

2) Strongly agree with the calendar objectives whereas non-participants did not.

3) Consider research their major source of satisfaction while non-participants felt students were.

4) "Professional needs" was the main reason why faculty participated in FDP in contrast to meeting "programmatic needs" or "administrative suggestions".

5) "Scheduling or time flexibility" was the most important calendar feature for participants whereas "Security issues and budget stability" were the main advantages for non-participants.

6) "Innovativeness of Calendar" was considered a unique incentive to FDP participants while non-participants viewed "increased student options" as the primary motivation.

7) Most (65%) FDP participants and non-participants said the major barriers to calendar reform were the increased procedures, rules and regulations, increased accountability of time and decreased autonomy in decision-making.

SUMMARY OF OVERALL ACHIEVEMENTS AND SHORTCOMINGS OF PROJECT

As stated earlier, the reduction in resources committed to the project diminished the extensiveness of the evaluation activities; none the less, we feel the project was professionally and comprehensively conducted. The final FIPSE Calendar Evaluation Team report (Appendix A) has had a significant impact on the university community. While it is difficult to show a causal relationship between the issuance of the report in September 1977 and subsequent new institutional policies or decisions, some outcomes can be associated with the report's distribution.

More than any other discernible factor, the university community faculty, and administrators in particular,became more "sensitized" to the vicissitudes of implementing a complex institutional innovation. While many critical organizational structures were envisioned and implemented, the report emphasized the need for more personalized communications and the development of programs to effectively implement the calendar. In many ways the evaluation was a cultural study investigating multifaceted elements of a social institution undergoing dramatic change. The FIPSE team was particularly adept at sensing and accurately reporting the campus climate at that point in time.

By employing an external evaluation team of experts in higher education the report has become creditable and therefore acceptable. From the beginning of the evaluation project, the FIPSE evaluation team was well accepted by faculty and administrators. The end product did not change that impression but rather served to reinforce many ideas and facts already known by those who were principally involved in designing and implementing the calendar. In addition, new information learned from the evaluation report helped shed

light on areas where some calendar participants were not consciously aware of problems, e.g., the absence of a faculty oligarchy to fully endorse and nurture the implementation process.

The report also served to make strong proponents of the calendar face the reality that there were deficiencies which needed to be rectified. The most overt example was the lack of attention paid to initiating a program for non-traditional learners. While the mechanisms and organization structures were in place to allow students to take classes at times convenient to their schedules, no formalized program was proposed or extensive recruitment effort made to appeal to these students.

Since the report was issued there has been heightened activity in developing an adult study program to meet the needs of identifiable audiences. This has resulted in proposing a significant reallocation of resources and personnel to establish the new program. The report has also brought to light continuing education programs for credit and non-credit. Through this year's planning process, special focus was given to developing new programs designed for identified adult and off-campus audiences, providing support services to faculty and students involved in late hour and off-campus programs and summer session, and finally improving organizational structures and decision-making processes to follow through on these critical programs and services.

New internal evaluation systems to maintain and modify existing programs have been incorporated. Even the Faculty Development Program, which received an excellent review by the FIPSE evaluators, had areas within the program which needed to be continually reviewed and modified to meet changing faculty expectations and professional development needs.

As with any evaluation effort, there were some shortcomings. Beside limited resources, there were a few misinterpretations which should be mentioned. The two areas identified by the FIPSE evaluation team, the Computer Center and Registrar's Office, as having gained "power" in the implementation of the calendar, does not agree with most other observers of the innovation. While these offices may have gained in visibility because of the technical nature of their operation, they did not develop policy. The heads of these areas agreed that their role was primarily one of facilitator rather than decision-maker.

The instruments and evaluation processes employed were overall well developed and properly administered. However, the "goal matrix" instrument seemed extremely complex and required respondents an inordinate amount of time to complete. Also, the response rate on the "UWO Student Questionnaire" was too low to provide reliable data.

The overall contractual agreement (pp. 3-5) with the FIPSE evaluation team was met. Two specific charges, however, were unable to be completed. One was "to assess effectiveness of new instructional techniques and delivery systems on student achievement." While several UWO faculty conducted their own studies, the FIPSE team did not have the time on campus to properly conduct such experimental research. The other charge not met was "to determine the relative cost of implementing these selected components (e.g. continuous registration, auto-tutorial courses, etc.)." Efforts were made to gather data on costs but none could be isolated to specially "cost out" a particular component. It is known that administrative costs and computer operational costs increased during calendar implementation but these may have occurred anyway. Usually when a change is incorporated into an existing system, there

will be significant "start-up" costs which may eventually decrease with assimilation.

In conclusion, the FIPSE evaluation project was an important contribution to the university at a time when a comprehensive review was in order. Its outcomes have been shared and will continue to be shared with other colleges and universities regionally and nationally (see chronology of events). If a like project were initiated again, it should be commenced at the beginning of the experiment rather than the middle. This particular project, or one similarly designed, should be repeated in about five years to determine the long range effects and impact the calendar has had on the institution and its constituencies over time.

The project was well worth the tax dollars which supported it; many constructive consequences resulted from it. An outcome few research projects can claim!

PART II: DISSEMINATION

This was an evaluation project involving several products. All have been noted as appendices, however, the following also may be used as separate documents for dissemination by the Fund. Brief memoranda explain the audiences which might be interested in these reports.

Appendix A: "The Oshkosh Calendar Plan and Its Effectiveness" prepared by B & P Higher Education Associates (FIPSE Calendar Evaluation Team) September 1977

Appendix E: "Internal Evaluation of UWO's New Calendar: Report to the Faculty, University of Wisconsin-Oshkosh" February 1977

Appendix I: "Impact of a New Academic Calendar on University Support Systems," Ellen Childs Armstrong, doctoral dissertation, University of Michigan, February 1978.

Appendix J: "Organizational and Individual Influences on Faculty Participation in the Implementation of a University Innovation," Marie Draper Dykes, doctoral dissertation, University of Michigan, March 1978.

The other appendices cannot "stand on their own" but are explanatory documents supporting calendar evaluation activities.

Appendix A

THE OSHKOSH CALENDAR PLAN

AND ITS EFFECTIVENESS

PREPARED BY:

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ANN ARBOR, MICHIGAN 48104
(ROBERT T. BLACKBURN
PRINCIPAL INVESTIGATOR)

SEPTEMBER, 1977

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PREFACE

As students of higher education, assessing the University of Wisconsin - Oshkosh was a rare treat. Not often can one find an academic laboratory of this magnitude where a change had impacted on as many facets of the institution as UW-O's new calendar has done. Size alone does not account for all of the complexities we encountered in our evaluation, but the scope of the operation certainly was a critical dimension. We simply did not have the resources to encompass all that was going on.

Separating events from their causes also created difficulties for us. Not all of the changes taking place were consequences of the calendar reform. No doubt some will differ from us in the assignation of reasons to the events which occurred and which are still transpiring. There is more to be learned at UW-O than is contained in this report.

As for the future and for parts of what is not contained in this evaluation, we are happy to announce that other products are forthcoming. Two of these are Ph.D. dissertations by two of the authors: Ellen Armstrong, "Impacts of Calendar Reform on University Support Systems," and Marie Draper Dykes, "Organizational and Individual Influences on Faculty Participation in the Implementation of a University Innovation." Both (public) documents will be available in Fall, 1977. Articles will be prepared by all three of us. Some will be directed toward the general audience of higher education and others will be prepared for research journals. We also hope that others at Oshkosh who are working on phases of the changes at the University will join us in collecting all that has been learned and in collaborating on a book.

We owe thanks and appreciation to many who assisted us in our work--digging out and supplying data, meeting airplanes and chauffering around

town, arranging interviews and making appointments, feeding and housing us--a lengthy agenda of important matters necessary for the conduct of an inquiry such as this. Even a long list would slight someone, and so we mention no one--save Sam Adams, our FIPSE Project Director, who did all of those things and more.

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I. INTRODUCTION

The charges we accepted in assuming the responsibility for evaluating the calendar innovation are spelled out in the Abstract of the FIPSE proposal (Appendix A) and in the contract (Appendix B) we signed with UW-O. The Abstract states the following five objectives:

"1. To assess changes in campus activities, climate, and attitudes of students, faculty, administrators, and the Oshkosh community as a result of calendar implementation.

2. To measure student and faculty attitudes toward unique instructional formats, teaching strategies, auto-technologies, and calendar time periods.

3. To evaluate student performance in courses with various instructional formats, teaching strategies and auto-technolcgies.

4. To evaluate the effectiveness of calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, "drop-in"--"drop-out" students, ethnic minorities, veterans, etc.

5. To assess the affective responses of faculty to the Faculty Development Program which involves compensation for additional service for curriculum development, research opportunities, and inservice training."

Our contract with UW-O specifies in more detail responsibilities and obligations but does not alter in a substantive way the five objectives stated in the FIPSE Abstract.

II. BACKGROUND AND SETTING*

The University of Wisconsin-Oshkosh began in 1865 as Oshkosh Normal School. It, too, passed through the same stages as did other of Dunham's (1969) colleges of the "Forgotten Americans." Along with the rest of the system of normal schools in the state, UW-O became in succession Wisconsin State Teachers College in 1927, Wisconsin State College in 1951, Wisconsin State University-Oshkosh in 1965, and received its current title in 1971 as the state merged its various postsecondary institutions into a single system headquartered in Madison.

Until the fairly recent past, UW-O had been a comparatively small school. It was not until 1955 that enrollment exceeded 1,000 students. The significant growth spurt occurred in the sixties, when the enrollment grew from slightly over 2,000 in 1959 to 11,500 in 1970. The number of full-time faculty expanded at about an equal rate, increasing more than six-fold--from 100 in 1959 to 677 in 1971. The maximum numbers of both students and faculty peaked a couple of years ahead of similar developing universities. The earlier than usual enrollment declines are the precipitators of the UW-O Calendar Plan, the innovation being evaluated here.

To understand the events surrounding the calendar change, it is necessary to set UW-O in context--its ecology, clientele, staff, mission, and leadership. To begin, Oshkosh's 50,000 residents have an immigrant back-

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* This section is based upon UW-O announcements and Harry L. Peterson's (1976) dissertation. Peterson's work was of great assistance to us, for his inquiry focused on the events up to and including the adoption of the calendar change. His personal time with us is also appreciated.

ground, people purposely brought to work for the lumber barons who developed the city and surrounding area. While the city is economically healthy in terms of employment, it still reflects its founding as a have/have not community.

Moreover, neither the well-to-do nor the working class have ever formed an effective alliance with UW-O. In contrast to some other college towns, the rich have not been strong UW-O supporters, financially or culturally, and the poor have not been traditional attendees. UW-O's student population has a high proportion of first generation college enrollees, a significant fact when it comes to recruiting nontraditional (particularly older) students, for they will be less likely to have had contact with colleges and will be more difficult to attract. In addition, the Fox River Valley area has a long history of political conservatism, people who view universities at best with a great deal of suspicion. Senator Joseph McCarthy's strongest vote-getting was in this county. The first Black family did not move into Oshkosh until the 1960's, another indication of the typical value pattern and the lack of cultural diversity of people in and around Oshkosh. UW-O staff and faculty are Oshkosh's largest group of the city's smaller than normal middle class.

While admission standards sorted out high school graduates ranking low in their class, UW-O has never been a highly selective institution. (Now UW-O alone, among the state system's four-year colleges, has an open admission policy.) Moreover, in Wisconsin the legal limit for purchasing beer has been at county option. That UW-O found itself in a wet environment contributed to its reputation as a party school and partly accounted for its rapid growth in the 1960's when Wisconsin teenagers were choosing the state college they wanted to attend. Student behavior during this period did

little to create a favorable relationship between the gown and town. (Today the relationship is neither hostile nor warm.)

At the same time, growth during the 1960's challenged the traditional teacher preparation mission of the institution. The College of Education remained strong during the decade, but has since suffered greatly from falling enrollments. On the other hand, the other two professional units, the College of Nursing and the College of Business, are new and are the university's healthiest vis-a-vis student demand. It was the College of Letters and Sciences, however, which increased dramatically during the growth period and still has over half of the faculty positions. (Within this College, uneven student enrollments have created problems. The Economics Department, for example, flourishes as it serves business majors, whereas Humanities Departments have staffing problems due to requirement eliminations and student switches to career education.) Faculty were recruited from prestigious graduate universities. The expectation and importance (in spirit more than in fact) of conducting research began to rival teaching as criteria for a "successful" faculty career.

While apparently never having been formally approved, there was talk that UW-O was destined to break away from its sister state colleges and follow the route of the Milwaukee branch, joining it and Madison as a doctoral-granting institution. A new mission was rivaling the traditional preparation of elementary and secondary school teachers. All of this, of course, was before the crash, before the disappearance of students who left two high-rise residence halls virtually empty and an institution adrift as to what would and should happen next. There was no returning to the former

mission for the market for teachers had drastically declined. Where to go next was the question, and, for many, still is.

These events, along with some catastrophic incidents in the late 1960's--the dismissal of Black students after a demonstration and the celebrated Roth case which stemmed from it, for example--are important also for what they reveal about the leadership and governance of UW-O. From 1931, only two presidents served prior to Chancellor Robert Birnbaum's selection in 1974. Both were much alike in their paternalistic leadership style, one that probably served adequately while the institution and staff were small. This style of making every decision was not, however, well suited for rapid growth and increased complexity. Even as recently as 1968 in a faculty meeting following the Black Thursday incident, the vice president could express his view of Oshkosh professors:

> We should remember the school is like a family and the administration and central administration are the parents and the faculty are the children, and they should accept the decisions which were made in their behalf.

As the above remarks italicize, the Senate had not been an influential body, despite a youthful faculty recruited from research universities where faculty governance affects institutional policy. No doubt the dramatic social and campus events of the late 1960's even further separated the new guard graduate school oriented faculty from the old guard Teacher Training professors who occupied the senior ranks. For the new recruits--almost a majority in less than a decade--heavy teaching and paper loads led to an inadequate publication record that aborted their career aspirations for a position at a more renown institution. Thus, it was not surprising that

internal conflicts would result and lead to a faculty morale problem so severe that when the Educational Testing Service's (ETS) Institutional Functioning Inventory (IFI) was administered in the early 1970's, the mean scores were lower than any institution on which ETS had established its norms. Moreover, there was no faculty oligarchy, no set of leaders who could take the faculty along a constructive path. UW-O's future was indeed uncertain.

(The State merged its college and university institutions about this time (adopted in October, 1971; implemented in July, 1974) and a single president in Madison introduced a different layer of controls over individual campuses. While such a shift of the locus of power no doubt contributed to Oshkosh's identity crisis and leadership problems, it does not appear as if this major reorganization of higher education in Wisconsin greatly altered the unfolding events for this troubled institution.)

The badly damaged ship listed even more precariously in 1973 when 22 tenured faculty were laid off because UW-O failed to meet student target projections. And when Birnbaum took the helm in February, 1974, an even more threatening financial storm confronted him than that which had led to the layoffs the year before. That he came from outside the state and system of Wisconsin and not from a teacher education experience alone signaled that drastic measures were in store for UW-O. Dr. Birnbaum's degree is from Columbia University's higher education program and his principal work experiences were in administration in the City University of New York and in the state higher education office in New Jersey. In short, despite his young age, he came prepared to work in a large system, a conflictual one if it had

to be, and with knowledge and skills in the problems and running of contemporary colleges and universities.

Birnbaum guided his ship through this storm. Faculty were involved in solving the fiscal crisis and negotiations were successfully conducted with Madison for a livable budget. The fiscal emergency was at least temporarily under control and faculty felt they had participated in achieving their own salvation. At the same time, Birnbaum set the stage for change, quickly informing all constituencies, and especially the faculty, that disaster was still just around the corner unless UW-O took actions to make itself a distinctive institution. Enrollment predictions were displayed and the steep downward curve was easy to read by all parties. Unless UW-O could do something to attract students who would not ordinarily attend Oshkosh, faculty layoffs would become an annual affair.

Several important activities were in process before Birnbaum arrived. They were, however, at quite different stages of development and there was little or no coordination between them. For example, there was a faculty committee studying the academic calendar which, in fact, had already developed potential plans. The committee's main concern seems to have been to start the fall semester early enough so that it would end before Christmas, but not to restructure time so that other outcomes could be achieved. Another group was progressing rapidly with Personalized System Institution (PSI, but called 4-M at UW-O) and several courses, especially in the sciences, had been converted to an audio-tutorial format and had been available to students in the media center.

But it was Birnbaum with a few close associates who took these and other ingredients and created a new recipe to increase UW-O's survival chances in the future. While the new package goes under the title of Calendar Revision, what the chancellor conceptualized were new ways to structure time, the elusive ingredient that haunts academia, especially faculty. (The formal plan is displayed in Appendix A, the Abstract of the FIPSE proposal. The 14-, 7-, and 3-week modules during the regular terms and the 8- and 4-week units during the summer are the calendar components and provide for the variations.)

What has happened in the restructuring of time is that an enterprising faculty can manipulate significant blocks of time. For example, the 3-week blocks serve as a Faculty College period for faculty development as well as a time in which students can take short courses and departments can generate additional student credit hours (SCH). Increasing faculty teaching assignments in one 7-week block can free another block later, or can reduce future assignments so that scholarly work can be done. Continuous registration was facilitated by a highly sophisticated computerized registration process and permitted academic units to increase SCH production and meet productivity targets in new ways (e.g., a student can drop a 14-week course in the 5th week but now add a replacement course for the second 7-week term and lose no credits). Without doubt the most significant creation of the calendar reform was the Faculty Development Program made possible by the $100,000 (matched by the State to produce a total of $200,000) pooled in part from reducing Summer School overload pay from 22 per cent of salary to 15 per cent. The vice-chancellor administers this money through a Faculty

Development Board (primarily a group of elected faculty members). The Board receives faculty proposals to conduct research and/or to undertake curriculum revisions. On a competitive basis, the Board awards grants to faculty in amounts that are either 7 1/2 per cent or else 15 per cent of their salary. In this way, the 7 per cent (about 1/3) of their summer pay, lost by that minority of faculty who had had summer school overloads, made possible financial compensation for many who never could obtain it from the university during the summer. CAS (Compensation for Additional Service) was what set this faculty into motion. The ability to create blocks of time and CAS are the driving forces that emerged from the calendar reform.

The new calendar plan (Appendix A) was developed during the fall, 1974, and voted on favorably by about a 2-to-1 margin of the faculty for a two-year experimental period starting summer, 1975. Many goals were established (see below), including the attraction of students, particularly "new" (non-traditional, i.e., not the 18-year-old right out of high school) students on the basis that the shorter modules and PSI would better mesh with the working schedules of adults. How this and other goals were achieved, and to what degree, are analyzed below in Section IV (Findings) and in Section V (Discussion). Before turning to the impacts of the innovation on nearly every segment of the university, we next report on the data sources available to us and the methodologies we employed.

III. METHODOLOGY AND DATA

Initial visits in late summer and early fall, 1976, allowed us to meet key individuals and to have them come to know us. We wanted to assure ourselves that there was support from the top and that key administrators considered the project a high priority matter. We had to be certain that crucial institutional data were on hand or could be generated by UW-O and made available to us. We wanted to get a sense of the political dynamics of the campus, especially as viewed by faculty members from diverse backgrounds and with varying opinions about the health of the institution and the virtues and limitations of the innovation. We would have liked to know more than we could learn in a preliminary way--from students and staff, for example--but not everything was possible. We did, however, think that we came to have a good enough sense of the university that we could begin to design instruments and set up a schedule of data collection activities. We then returned to the campus in September to appear before the faculty of each of the UW-O Colleges--to introduce ourselves, answer questions about what we were to engage in, solicit future cooperation, and to win trust and support from the various constituencies we were dependent upon for information.

The above preliminaries went extraordinarily well. We had an office in a "neutral" location, a converted home on campus which housed the Testing Center and which was neither an administrative, faculty, or student domicile. We came to know the editors of the student newspaper and had a supportive story in one issue. We slept in a dormitory and ate in the Commons--

to save money, however, rather than to be purposely visible. In short, we became known as legitimate outsiders with an important job to do, professionals who cared about the constituencies of UW-O and the task we were about, persons with whom they should work.

A. UW-O Data Sources

As was mentioned above, we entered the scene a full year after the innovation had been in operation (and about two and one-half years after the idea's inception), too late to direct initial data collection. However, thanks to the good planning of UW-O staff, a number of important sources of data had been tapped fairly early in the total innovation process. For example, the position papers from the chancellor's office provided a background of educational philosophy and goals that later aided our analysis. A number of mini-questionnaires had been developed by a joint faculty/administration Calendar Evaluation Committee and collected by the Office of Planning and the Office of Institutional Research. These questionnaires surveyed students and faculty and gave a quick reaction to different phases of the innovation.*

Catalogs; minutes of 13 calendar committees; meetings with the institutional faculty, staff, and student Calendar Evaluation Committee (and later its report to the UW-O community); planning documents from the vice-chancellor's office; data from the Research Associate working on faculty development under a Lilly Endowment grant; routine and special computer runs from Institutional Research; State of Wisconsin public documents (salaries,

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* The results of these "mini-Qs" are detailed in a report by UW-O's internal Calendar Evaluation Committee and are not repeated here.

for example); student surveys; ETS's IGI and IFI instruments, and a host of other written records were made available to us. They serve as insights into the state of affairs over the period of the innovation and as baselines for some of our analyses.

B. University of Michigan Evaluation Data

From various institutional and individual documents and conversations we composed a Goal Matrix (see Appendix C-1) and distributed it to 24 representatives of UW-O constituencies on and off campus. The results of this survey serve to organize the section on Goal Accomplishment (Part V below).

A faculty questionnaire (see Appendix C-2) was used to interview over 100 faculty who were selected at random within groups determined by their degree of participation in the options which resulted from the innovation. There was also a written questionnaire that accompanied the interviews and which was to be returned afterwards. A 99 per cent response rate produced a final population of 99 faculty who provided the principal data for the impact on faculty.

A questionnaire was mailed to 400 students (see Appendix C-3) randomly selected from a pool of graduate students, white undergraduates, and all minority students. The timing of this mailing before the holidays was unfortunate and expected support from the student newspaper failed to materialize. The return rates were low (29%). Hence, the generalizability of the interpretation of these findings is limited and must be read with caution.

A staff questionnaire (see Appendices C-4a and C-4b) and interview schedule were used in each of 20 different support service areas with the

chief person and one other individual who had been at UW-O before the innovation was adopted. Here the response rate was 100 per cent. (In two offices changes of personnel made data collection more difficult.) Slightly different questions were asked in interviews with deans and other administrative officers.

A random sample from a selected population of high school counselors was surveyed (see Appendix C-5 for attitudes about UW-O in general and about the virtues and limitations of the calendar change as far as traditional students are concerned. Of the 50 questionnaires mailed, 37 were returned for a 74 per cent rate. This data, along with that collected in a UW-O marketing research class, provide the basis for our assessment of the impact of the innovation on the community external to the university.

Data on student learning came from individual faculty who had kept records of the same courses taught under different formats and/or in different time blocks. Cost estimates were made by the director of university budgets. Lastly, interviews and data came from many offices--budget business, personnel, chancellor, vice-chancellor, planning, public relations, and others.

C. Reliability and Validity

Coding, key punching, and computer runs were conducted in Ann Arbor. The staff checked each other when interview data were coded. In all, we have confidence in the reliability of our data. Its validity, however, is a much more complex matter, especially since we were engaged after the innovation had begun. Goals changed along the way, like all changes in universities, a certain degree of political activity pervades debates. For example,

the faculty referendum on whether or not to continue the innovation came during our study. Our principal data, however, purposely had been collected before this event. Nonetheless, we present more of a snapshot of UW-O's innovation than a film running over an extended period of time. We will return to these limitations in our final comments. First, however, the "Findings" and the "Discussion."

IV. FINDINGS

In addition to the many kinds and forms of data made available to us, we undertook four major investigations to obtain answers to the principal questions set by the FIPSE contract. This part of the report is organized around these studies--the impact on students and their learning; impact on faculty; consequences for supportive services; and impact on the administration. Seciton V discusses the findings in terms of the accomplishment of the calendar-related goals UW-O set for itself.

A. Impact on Students

1. Current Students

Student Expectations and Experiences

A questionnaire was used to determine the effect of the calendar changes on students deciding whether to attend UW-O and to ascertain the experiences they have had since enrolling. Student response to the questionnaire was low (29%), and the results must therefore be interpreted with caution. The class breakdown of the sample is representative of the total student body, except for minority students for which the response rate was less than 5%. Table 1 shows selected demographic characteristics of the sample.

Students were asked whether they expected UW-O to offer some 18 different instructional activities (see Table 2), and whether or not they had experienced each at UW-O. As for their experience at UW-O, the majority answered in the affirmative for all except small classes, student-designed courses, interdisciplinary courses, and continuous registration courses. The majority had also experienced all of these activities except small

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS TO STUDENT QUESTIONNAIRE

		N	% of Total Sample
Class	N=116		
Freshman		19	16.4
Sophomore		26	22.4
Junior		17	14.7
Senior		19	16.4
Graduate		31	26.7
Special		4	3.4
College	N=116		
Business		27	23.3
Education		44	37.9
Letters & Sciences		35	30.2
Nursing		8	6.9
Undecided		2	1.7
Ethnic Origin	N=116		
White		109	94.0
Black		2	1.7
Native American		4	3.4
Oriental		1	0.9
Age	N=116		
18		14	12.1
19		22	19.0
20		16	13.8
21		15	12.9
22		4	3.4
23-25		14	12.1
26-30		15	12.9
Over 30		16	13.8
Have You Ever Attended a College or University Other Than UW-O?	N=116		
Yes		49	42.2
No		67	57.8
Sex	N=110		
Male		47	42.7
Female		63	57.3
When Did You First Enroll at UW-O?	N=111		
Before June, 1975		52	46.8
After June, 1975		59	53.2

TABLE 2

PERCENT OF TOTAL STUDENT RESPONSES REGARDING EXPECTATION AND EXPERIENCE OF SELECTED INSTRUCTIONAL ACTIVITIES

Activity	Did You Expect UW-O to Offer This? N	Yes%	No%	Have You Experienced This Since Coming to UW-O? N	Yes%	No%
1. Small class in which less than 10 students were enrolled	114	40.4	59.6	116	48.3	51.7
2. Large class in which more than 50 students were enrolled	115	84.3	15.7	115	79.1	20.9
3. One-to-one contact with a teacher as part of a course	112	60.7	39.3	115	72.2	27.8
4. Group project as part of a course	112	77.7	22.3	113	65.5	34.5
5. Student-led discussion as part of a course	113	76.1	23.9	115	61.7	38.3
6. Student-designed course	112	39.3	60.7	114	21.9	78.1
7. Individual study project independent of a regular class	113	79.6	20.4	113	41.6	58.4
8. Experiences in your local community as part of a course	112	58.9	41.1	115	37.4	62.6
9. Single course involving instructors or subject materials from more than one department or course	109	45.0	55.0	110	18.2	81.8
10. Experience with a computer as part of a course	111	72.1	27.9	113	30.1	69.9
11. Experience with videotape or TV as part of a course	114	78.1	21.9	115	72.2	27.8
12. Experience with audio-tape-recording (e.g., language laboratory) as part of a course	113	77.9	22.1	114	54.4	45.6
13. Laboratory work as part of a science course	114	89.5	10.5	115	72.2	27.8
14. Self-paced learning activities	113	65.5	34.5	114	60.5	39.5
15. Course in which mastery of a unit was required before you could move on to the next unit	112	62.5	37.5	114	59.6	40.4
16. Course in which you were graded on a pass-fail basis	112	59.8	40.2	114	39.5	60.5
17. Course which took less than a full (14-week) semester to complete	113	61.1	38.9	115	69.6	30.4
18. Course for which you could register anytime during a semester	113	30.1	69.9	114	39.5	60.5

classes, student-designed courses, independent study, experience in the community, interdisciplinary courses, use of the computer in a course, pass-fail grading, and continuous registration. Some of these majority "no's" may change as students get closer to graduation. Independent study, for example, may be more common among juniors and seniors than among level 1 students (freshmen and sophomores). In all cases where students had experienced these activities at UW-O, the majority considered that the experience had been of value to them.

Fifty-nine percent of the 41 respondents who entered after the implementation of the calendar reform had been aware of the changes before applying to UW-O. When the expectations of the two groups (those who were aware of the changes and those who were not) are compared, there are a few statistically significant differences. (See Table 3.) Those who were aware of the changes were much less sanguine about finding small classes at UW-O, by almost 25%. On the other hand, they were 25% more likely to expect to experience independent study, and 16% more likely to expect science courses with laboratory work and continuous registration courses. These activities are not unique to the new calendar, but the calendar does seem to have affected student expectations regarding them.

One interesting finding is that whether or not the students expected a particular activity seems to have made a difference in whether or not they experienced it. Those who expected an activity were more likely to have experienced it in 13 of the 18 cases: Small classes, large classes, one-to-one contact with a teacher, group projects, student-led discussions, student-designed courses, independent study, community experience, videotape or TV, audio-tape recording, laboratory work, self-paced courses, and mastery courses. These differences are statistically significant. Although these

TABLE 3

EXPECTATIONS OF STUDENTS AWARE AND UNAWARE OF CALENDAR CHANGES PRIOR TO APPLICATION (AMONG STUDENTS ENTERING UW-O AFTER JUNE, 1975)

"If you first entered UW-O after the calendar reform was implemented (June, 1975), were you aware of the changes when you applied to UW-O"?

Did you expect UW-O to offer this (activity)?	AWARE			UNAWARE		
	N	Yes%	No%	N	Yes%	No%
1. Small class in which less than 10 students were enrolled	41	24.4	75.6	29	48.3	51.7
2. Large class in which more than 50 students were enrolled	41	87.8	12.2	29	79.3	20.7
3. One-to-one contact with a teacher as part of a course	40	55.0	45.0	28	64.3	35.7
4. Group project as part of a course	40	87.5	12.5	28	71.4	28.6
5. Student-led discussion as part of a course	41	82.9	17.1	28	67.9	32.1
6. Student-designed course	40	50.0	50.0	28	28.6	71.4
7. Individual study project independent of a regular class	41	92.7	7.3	28	67.9	32.1
8. Experiences in your local community as part of a course	40	65.0	35.0	28	57.1	42.9
9. Single course involving instructors or subject materials from more than one class or department	38	52.6	47.4	28	44.4	55.6
10. Experience with a computer as part of a course	39	69.2	30.8	28	78.6	21.4
11. Experience with videotape or TV as part of a course	41	85.4	14.6	28	85.7	14.3
12. Experience with audio-tape-recording (e.g., language laboratory) as part of a course	41	75.6	24.4	28	82.1	17.9
13. Laboratory work as part of a science course	41	95.1	4.9	28	78.6	21.4
14. Self-paced learning activities	41	70.7	29.3	28	67.9	32.1
15. Course in which mastery of a unit was required before you could move on to the next unit	41	65.9	34.1	28	64.3	35.7
16. Course in which you were graded on a pass-fail basis	40	72.5	27.5	28	60.7	39.3
17. Course which took less than a full (14-week) semester to complete	40	75.0	25.0	28	60.7	39.3
18. Course for which you could register anytime during a semester	41	41.5	58.5	28	25.0	75.0

activities are not related to the calendar only, apparently those who expected a particular experience sought it out to make sure they got it.

Increasing Scheduling Flexibility

It is difficult to determine whether student scheduling flexibility has increased, because there is not very much evidence for a "before and after" comparison. The student questionnaire does, however, provide some opportunity to determine whether the students are at least participating in the various options now.

The majority of student respondents have tried Continuous Registration (CR), 7-, and 3-week courses at least once (53%, 63%, and 64%, respectively). Only 22% have taken at least one 4-week summer course. The students who have taken at least one of the shorter terms, 7, 3, or 4 weeks, are generally satisfied with them: at least two-thirds marked "Satisfied" or "Very Satisfied" with the pacing, amount, workload, and academic achievement for all three course lengths. Nevertheless, 70% of all respondents would prefer 14-week courses, with 7 weeks as a distant second (15%). (See Table 4.)

The questionnaire also sought to assess the effects of the calendar on student employment opportunities and credit loads. Ninety-three percent of the respondents felt that the calendar changes had helped, rather than hindered, them in finding part-time employment. Thirty percent of those who entered UW-O before the changes felt that their credit load (the number of credits for which they registered during the semester) had increased, 24% that it had decreased, and 46% that there had been no change.

Incompletes and Withdrawals

The possibility of registering for some courses any time during the semester--called continuous registration (CR)--would lead one to expect a

TABLE 4

PREFERENCES OF STUDENT RESPONDENTS FOR DIFFERENT TERM-LENGTHS

	1st Choice (N=105)		2nd Choice (N=100)	
	N	%	N	%
14-Week	74	70.5	18	18.0
7-Week	16	15.2	30	30.0
3-Week	1	1.0	25	25.0
4-Week Summer	7	6.7	5	5.0
8-Week Summer	4	3.8	14	14.0
Continuous Registration	3	2.9	8	8.0

great many more Incomplete grades. Two and two-tenths of the student respondents reported at least one outstanding Incomplete in a CR course, but the same percentage reported an Incomplete in a 3-week course. Furthermore, the percentages were higher for longer blocks: 4.3% had an outstanding Incomplete in a 7-week course, and 5% in a 14-week course. The great majority of students (72%) who had attended UW-O before the calendar reform (as well as now) consider that there is no difference in the likelihood that they will take an Incomplete in a course. Twenty percent consider that they are more likely to do so, and 8% that they are less likely.

The students were somewhat more likely to drop a course under the more liberal policy than they were to take an Incomplete. The majority still notice no difference in the likelihood that they will withdraw from a course (61%), but 35% consider themselves more likely to change their schedule by dropping a course, and only 4% less likely. Sixty-three percent of the respondents had dropped no courses during the fall, 1976 semester; 26% had dropped one course; 8% had dropped two; and 3% had dropped three; no one had dropped more than three courses. Of those who dropped a course, almost one-third (32%) subsequently added another course. Of the latter, 72% added only one course, 16% added two, and 13% added three. Fifty-nine percent of those who had dropped a course did so approximately one-quarter of the way into the course, 19% halfway along, 10% three-quarters of the way, and 12% in the first week of the course. The implication of this is that relatively few students were taking advantage of the possibility of dropping a course up until the last week of the term, although the total number of course withdrawals experiennced did increase after the calendar reform was instituted: withdrawals from undergraduate courses, for example, almost doubled between 1973-74 and 1975-76.

Examination of official records on the number of courses dropped each

week of the fall, 1976 term indicates that when a student drops a course depends on the time block in question. The pre-calendar policy gave students a little more than half the term to withdraw from a course. Under the new calendar this is equivalent to the eighth week of a 14-week block and the fourth week of a 7-week course. Table 5 indicates the percentage of courses dropped during that part of each block corresponding to the pre-calendar withdrawal period.

Table 6A shows the change in the percentage of Incompletes and withdrawals given in undergraduate courses between 1973 and 1977. The increase in the percentage of course withdrawals is obvious, and may even be under-represented in the table, since the present drop policy allows a student to withdraw from a course during the first week of classes with the enrollment being erased from the record (i.e., no W would appear on the grade report). (A new policy instituting a fee for dropping courses may well reduce these numbers.)

The percentage of Incomplete grades has stayed fairly constant in the past four years, although the number of Incomplete grades has increased.

Table 6B indicates that in the fall of 1975 some courses had quite a high percentage of Incompletes and withdrawals. One course in nine recorded an Incomplete for at least 10% of its students (the average for all courses was an Incomplete for 4% of the students), and one course in 11 recorded withdrawals for at least 35% of the students (the average for all courses was withdrawals for 15% of the students).

Grade Point Averages

In comparing grades for the same course given in different time blocks, courses were used that were taught by the same instructor in more than one block during the fall, 1975 semester. Multiple sections in a single block were combined, and grade point averages were calculated for only those

TABLE 5

PERCENTAGE OF COURSE WITHDRAWALS OCCURRING DURING EACH WEEK OF ALL FALL, 1976 BLOCKS

Week of Semester	% of Drops In 14-Week Term	% of Drops In 1st 7-Week Term	% of Drops In 2nd 7-Week Term	% of Drops In 3-Week Term	% of Drops For 17-Week Term
1	0.2%				5.3%
2	10.1	22.0%			2.6
3	7.7	14.8			2.6
4	6.4	11.9			26.3
5	9.4 (54.2%*)	26.3 (48.7%*)			(44.7%*)
6	6.5	16.9			
7	7.4	8.1			2.6
8	6.5		0.8		
9	4.1		11.5		
10	4.5		7.9 (30.5%*)		5.3
11	5.1		10.3		10.5
12	8.7		18.0		15.8
13	21.1		46.2		13.2
14	2.3		5.4		
15				36.9 (91.4%*)	7.9
16				54.5	7.9
17				8.7	
Total	100.0%	100.0%		100.1%	100.0%
Total No. Drops	6,268	236		312	38

* Period corresponding to pre-calendar drop period

TABLE 6

A. UNDERGRADUATE COURSE INCOMPLETES AND WITHDRAWALS

	Withdrawals		Incompletes	
	N	%(of all grades)	N	%(of all grades)
Fall 1973	4305	9%	1122	2%
Spring 1974	3326	8	840	2
Fall 1974	4439	10	1123	3
Spring 1975	NA		NA	
Fall 1975	7588	15	1829	4
Spring 1976	6750	15	1535	3
Fall 1976	7680	16	1431	3
Spring 1977	6408	15	1146	3

B. FALL, 1975 COURSE INCOMPLETES AND WITHDRAWALS

Total Number of Course Sections Enrolling at Least 10 Students: 1545

Number of Course Sections Giving Incompletes to at Least 10% of the Students Enrolled: 171 (11% of all sections)

14-Week Sections	120	(70%)
1st 7-Week	11	(6%)
2nd 7-Week	24	(14%)
3-Week	16	(9%)

Number of Course Sections Giving Grades of W (Withdrawal) to at Least 35% of the Students Enrolled: 135 (9% of all sections)

14-Week Sections	113	(84%)
1st 7-Week	3	(2%)
2nd 7-Week	17	(13%)
3-Week	2	(2%)

sections with a total enrollment of at least 10 students.* The results of the comparison, presented in Table 7, are inconclusive, particularly since N's are small, due to the large number of sections enrolling less than 10, but the trends indicate that the 3-week version of a course tends to have a higher GPA than the 14-week or either of the 7-week versions of the same course. Similarly, a course offered in the first 7 weeks tends to have a higher GPA than the same course offered in the second 7-week block. Of the courses offered in multiple blocks, the 14-week version tends to have the greatest percentage of I's: about one-quarter (25%) of these courses had at least 10 I's, with the 3-week version a close second (23%). The 14-week courses also have the greates percentage of W's": 14% of these courses have at least 35% W's, followed closely by the second 7-week block (13%). The 3-week block had no courses with this large a percentage of W's.

Course Offerings

In comparing patterns of course offerings, it must be noted that the spring and fall 3-week terms are not equivalent, at least in the minds of the students, many of whom are anxious to leave early to take summer jobs. UW-O officials reported that student interest in the spring 3-week term was much less than in the previous January interterm.

Table 8 compares patterns of course offerings for spring and fall, 1976 since data were not available to make a fall-fall comparison. Table 8 indicates that there was a tendency to reduce the number of different blocks a course was offered in, although three-quarters of all courses were offered only in the 14-week term, both semesters. There was an increase in the use

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*This process of combining sections and ignoring those with less than 10 students may distort the actual grade patterns at UW-O, but it was most expedient for comparison purposes. A course enrolling 3 students, for example, and reporting one I, one W, and one A, would have a GPA of 4.00 based on that one person alone, unfairly influencing the unweighted overall GPA for a particular block.

TABLE 7

MEAN GRADE POINT AVERAGE (GPA) FOR COURSES TAUGHT IN MULTIPLE BLOCKS, FALL 1975, AND ENROLLING AT LEAST 10 STUDENTS

BLOCK GPA				
14-Wk	1st 7-Wk	2nd 7-Wk	3-Wk	
3.10	3.41			N = 6 courses
3.05		2.46		N = 14
3.29	3.32	3.34		N = 4
3.18			3.38	N = 26
3.28		3.16	3.37	N = 5
2.88	3.11	3.11	3.00	N = 2
	3.24	3.19		N = 37
	2.17		2.48	N = 1
		2.49	2.64	N = 1
	3.08	2.98	3.17	N = 4

TABLE 8

PATTERNS OF COURSE OFFERINGS, SPRING AND FALL, 1976

	% of Courses Offered in Different Block Combinations	
	Spring 1976	Fall 1976
14-week only	74.9%	75.3%
14 and one 7-week term	2.5	1.3
14 and 3-week	3.9	6.1
14 and both 7-week	1.6	1.4
14, one 7-week, and 3	1.1	0.9
14, both 7-week, and 3	3.2	1.1
one 7-week only	6.9	5.1
both 7-week	1.6	2.3
one 7-week and 3	0.5	0.4
both 7-week and 3	0.3	0.2
3-week only	3.6	5.9
% of courses offered in:		
one block only	85.4%	86.5%
two blocks only	8.5	10.1
three blocks only	2.9	2.5
all four blocks	3.2	1.1

of the 3-week term, both alone and in combination with the 14-week block.

Student Credit Hour Production (SCH)

Table 9 indicates how SCH production for the four colleges and the university as a whole was divided over the different blocks. Although the previous table indicated a decrease in the use of shorter blocks in addition to the full semester (14-week) version of a course, SCH production seems to have shifted more toward the shorter blocks, and especially to the 3-week term. The College of Business evidenced the greatest decrease in the use of 14-week courses (despite a skepticism expressed by members of the Business faculty toward the calendar reform and their own conviction that they do not participate in the various options). The School of Education was the only one to increase its 14-week credit hour production, although it also increased 3-week SCH. Nursing had the greatest investment in shorter blocks during both terms, but 17-week SCH also increased over the period. Fourteen-week courses constituted only one-fifth of all nursing SCH during the fall of 1976. (It should be noted that Nursing had used many 8-week modules under the old calendar (17 weeks/semester) and hence the great number of 7-week courses was not really a consequence of the innovation.)

2. Future Students

We took as one important measure of the university's image the results of a questionnaire sent to high school counselors (the response rate was 74%), feeling that they can influence the college choices of high school students. (The questionnaire can be found in Appendix C-5.) The overall impression given by the results of this survey is that the calendar has had little impact on the image of the university as held by high school counselors.

The most frequently mentioned reason for attending UW-O, for example, was its location, viz., its proximity to home. (See Table 10.) Academic

TABLE 9

STUDENT CREDIT HOUR (SCH) PRODUCTION IN BLOCKS

	Business	Education	Lit. & Sci.	Nursing	All
Spring, 1976		(% of SCH offered in different blocks)			
14-week	83.0%	73.2%	86.4%	33.7%	82.5%
17-week	--	1.2	0.5	2.9	0.7
1st 7-week	5.3	11.8	3.2	33.0	5.6
2nd 7-week	4.2	10.0	4.4	28.6	6.0
3-week	7.5	3.7	5.4	1.9	5.3
Fall, 1976					
14-week	74.4%	79.8%	83.9%	19.9%	80.6%
17-week	--	1.1	0.8	4.4	0.8
1st 7-week	8.0	7.1	2.4	37.8	4.5
2nd 7-week	8.1	6.5	3.8	29.2	5.3
3-week	9.5	5.5	9.1	8.7	8.7

TABLE 10

A. REASONS GIVEN BY HIGH SCHOOL COUNSELORS FOR ATTENDING UNIVERSITY OF WISCONSIN - OSHKOSH

Reason	% of Respondents Mentioning (N = 36)
Location	72.2%
Academic programs	66.7
Personal	19.4
Academic reputation	19.4
Size	13.9
Cost	11.1
Atmosphere, campus, city	11.1
Effective recruiter	2.8

B. REASONS GIVEN BY HIGH SCHOOL COUNSELORS FOR NOT ATTENDING UNIVERSITY OF WISCONSIN - OSHKOSH

Reason	% of Respondents Mentioning (N = 33)
Location	54.5%
Reputation as a party school	30.3
Academic programs	27.3
Academic reputation	18.2
Social problems (drugs, racism)	15.2
City of Oshkosh	9.1
Size	9.1
Friends went elsewhere	6.1
Open admissions	3.0
Wanted out-of-state or private school	3.0

programs were mentioned next most frequently, but they took the form of specific majors and these essentially have not changed since the calendar took effect. The Open Admissions policy was mentioned sixth out of the nine reasons listed, but nothing specifically related to the calendar (e.g., shorter terms, longer work opportunities, graduating earlier, etc.) was mentioned at all.

The reason most frequently given for not attending UW-O was the same, ironically, as the most frequent reason for attending: location. This and the second reason (UW-O's reputation as a party school) are not things that the new calendar can really affect. Again, the calendar itself was not mentioned.

The counselors' responses to the overall impact of the changes on the high school students' perceptions of UW-O were that 30% said UW-O is viewed better; two-thirds said that it is viewed about the same; and one individual (3%) said it is viewed somewhat worse. The responses to the question on open admissions were similar: two-thirds said it makes no difference in attracting higher achieving students. The remainder were about evenly split between "more attractive" and "less attractive."

The counselors were also asked to indicate whether they had heard of 25 specific characteristics of the University. (See Table 11.) Fifteen of these were related to the calendar reform (if not actually part of the calendar itself). Fifty percent or more of the respondents had heard of 10 of these calendar characteristics. The other five calendar characteristics included two with specific relevance to high schools:

TABLE 11

PERCENTAGE OF HIGH SCHOOL COUNSELOR RESPONDENTS WHO HAVE HEARD OF CHARACTERISTICS OF EDUCATION AT UW-O

Characteristic	N	Heard or Know of it Yes%	No%
1. Complete bachelor's degree in less than 4 years	36	88.9	11.1
2. Self-paced instruction opportunities	35	68.6	31.4
3. Variety in scheduling classes	36	80.6	19.4
4. Special program availability (e.g., nursing, business, . . .)	35	97.1	2.9
5. Provisions for continuous registration	36	44.4	55.6
6. Excellent academic reputation	32	68.8	31.3
7. Short terms (e.g., 7 weeks) allow more flexibility	36	72.2	27.8
8. Media Center	34	52.9	47.1
9. January and May interterms allow for free credits	34	61.8	38.2
10. Extracurricular activities	35	91.4	8.6
11. Closeness to students' homes	35	88.6	11.4
12. Ease of dropping and adding courses	34	55.9	44.1
13. Administrative leadership	34	50.0	50.0
14. Schedule allows for more work opportunities	34	50.0	50.0
15. Dual college and high school credit opportunities	34	47.1	52.9
16. Faculty development program opportunities	34	29.4	70.6
17. Athletic facilities adequacy	34	88.6	11.4
18. Seven-week course alternatives	34	58.8	41.2
19. Housing accommodations availability	35	100.0	
20. Fast computer registration	34	38.2	61.8
21. The city of Oshkosh's cultural, recreational, and employment opportunities	34	82.4	17.6
22. Opportunities for college courses taught at high schools	33	39.4	60.6
23. College courses available at nearby public library	33	24.2	75.8
24. Open admissions	36	86.1	13.9
25. 4-week summer course alternatives	34	64.7	35.3

Characteristic	% which had heard of it	
Dual College and high school credit opportunities	47.1%	(N = 36)
Provisions for continuous registration	44.4	(N = 36)
Opportunities for college courses taught at high schools	39.4	(N = 33)
Fast computer registration	38.2	(N = 34)
Faculty development program	29.4	(N = 34)

The more general characteristics of the university were also more familiar: at least two-thirds of the respondents had heard of "Special program availability"; "Excellent academic reputation"; "Closeness to students' homes": "Athletic facilities adequacy"; "Housing accommodations availability" (100%); and the city of Oshkosh's opportunities. Exactly half had heard of "Administrative leadership." The conclusion to be drawn from this section of the questionnaire is that the counselors' image of UW-O has not undergone much change, but at least word of the various facets of the calendar is getting around.

Most of the 25 characteristics were judged Good to Excellent by the high school counselors. However, more than 30% said only "Fair" or "Unimportant" on five of them:

Characteristic	% responding "Fair" or "Unimportant"	
Ease of dropping and adding courses	37.5%	(N = 24)
Administrative leadership	31.3	(N = 24)
Fast computer registration	35.0	(N = 20)
Oshkosh's opportunities	42.0	(N = 31)
Open admissions	31.0	(N = 29)

The question of the extent to which the 25 characteristics affect a student's decision to attend UW-O produced responses supporting earlier conclusions: according to the counselors, the three characteristics that affect the decision most are closeness to students' homes (53% "Great deal"), special

program availability (50%), and the city of Oshkosh's opportunities (48%). The characteristics which have no effect on such a decision again include one relating directly to high schools: college courses available to nearby public library (77% "Not at all," N = 13), opportunitiies for college courses taught at high schools (58%, N = 19), faculty development program opportunities (53%, N = 15), fast computer registration (47%, N = 17), and administrative leadership (35%, N = 20). Of the six characteristics for which any counselor responded "Acts negative," four relate to the calendar (this represents 27% of all calendar-related characteristics): 7-week course alternatives (8%, N = 24), short terms allow more flexibility (7%, N = 27), open admissions (7%, N = 30), ease of dropping and adding courses (5%, N = 22), extracurricular activities (3%, N = 32), and housing accommodations availability (3%, N = 35). These small percentages indicate that the calendar changes have had little negative consequences.

The New Students Division of the university did make an effort during the first year of the innovation to emphasize the new clanedar's flexibility in its recruiting campaigns, but they found that students tended to be confused by opportunities which would not mean anything to them until they had had some experience with college. At present, then, the calendar is neither a reason to attend UW-O (in the minds of high school counselors) nor a reason not to attend, nor for the counselors is the calendar so far helping the university to meet its goal of an improved image.

Attracting Non-traditional Learners

Unfortunately, there is a lack of evidence on this goal available from UW-O itself, because in some cases pre-calendar figures are not available, and in other cases figures are lacking from 1975 or 1976. One measure of the university's adaptation of its programs to the supposedly greater "new" student

cohort is the time of class meetings: older students and those with family or job commitments presumably find it more convenient to take classes offered in the evening, on Saturdays, or off-campus. Figures are available for class times for the fall terms of 1975 and 1976, but not for any term before the initiation of the calendar.

The general conclusion is that UW-O is not making an extensive effort to accommodate atypical schedules, and what effort there is has been decreasing. (See Table 12.) Most departments do offer night classes, but the percentage decreased from 1975 to 1976, as did the percentage offering Saturday classes. The percentage of departments offering classes off campus increased over the period, although the numbers of departments remained the same. The percentage of all courses offered at night rose from 1975 to 1976, but the number decreased. The large decrease in the total number of courses is probably due to the reduction in the numbers of short-block, e.g., 7-week courses, with a smaller increase in the number of 14-week courses (smaller because one 14-week course would take the place of two 7-week courses). Those departments offering any classes at night in 1975 seemed willing to invest in night courses more heavily in 1976, since both the number and percentage of departments offering at least 10% of their courses at night increased from 1975 to 1976. One administrator reported, however, that evening courses are heavily enrolled by regular full-time students who prefer that time period, with the result that spaces must be reserved in night courses for students who are taking those courses only.

3. Characteristics of the Student Body

Perhaps the decrease in night and Saturday classes simply reflects the reality that as yet not enough non-traditional students have been recruited to UW-O. It is unfortunate that there are not figures available

TABLE 12

PERCENTAGE OF COURSES OFFERED AT NIGHT, OFF-CAMPUS, OR ON SATURDAY, FALL 1975 AND FALL, 1976

	1975		1976	
	N	% of Total	N	% of Total
Total No. of Courses	2656		2240	
Courses Offered at Night	216	8	208	9
Courses Offered Off-Campus	73	3	60	3
Courses Offered on Saturday	6	0.2	3	0.1
Total No. of Departments	45		43	
No. Depts. Offering Courses at Night	36	80	31	74
No. Depts. Offering Courses Off-Campus	17	38	17	40
No. Depts. Offering Courses on Saturday	4	9	1	2
No. Depts. Offering at Least 10% of Their Courses at Night	18	40 (50% of all Depts. Offering Courses at Night)	19	44 (61% of all Depts. Offering Courses at Night)
No. Depts. Offering at Least 10% of Their Courses Off-Campus	5	11 (29% of all Depts. Offering Courses Off-Campus)	4	9 (24% of all Depts. Offering Courses Off-Campus)
No. Depts. Offering at Least 10% of Their Courses on Saturday	0	0	1	2 (100% of all Depts. Offering Courses on Saturday)
No. Depts. out of all those offering courses at night that increased % of courses offered at night from 1975-76		19 out of 36 (53%)		
No. Depts. that decreased % of courses offered at night		17 (47%)		
No. Depts. out of all those offering courses off-campus that increased % of courses offered off-campus from 1975-76		6 out of 17 (35%)		
No. Depts. that decreased % of courses offered off-campus		11 (65%)		

to support or refute this possibility. The "Student Statistics" for the University of Wisconsin System did not list age breakdowns until the 1976 edition. For the 1976-77 year, 29% of UW-O's student body was at least 25 years old. This ranked 4th out of the 11 institutions offering graduate work, and 5th out of the 13 four-year institutions. The top percentage was 36, at Milwaukee.

An examination of Table 13 shows that there have been some changes at UW-C over the four-year period 1976-76. The overall percentage of women has stayed constant, but the percentage of women who were enrolled part-time increased greatly between 1973 and 1976. The calendar does not seem to have affected the male/female breakdown, the resident/non-resident relationship (although the percentage of out-of-state undergraduates seems to be decreasing), or the part/full-time ratio. UW-O ranked fourth (out of the 13 four-year UW institutions) in its percentage of part-time students in 1973 and 1976, and fifth in 1974 and 1975. (The minority enrollment has increased over the four-year period. However, minorities are not "new" students as this concept is used.)

Credit Loads

The greatest changes have occurred in the distribution of credit loads: UW-O ranked fifth in the percentage of level 1 (freshman and sophomore) students enrolled for less than 12 credits in 1973, and 4th every year thereafter, but went from last in the percentage of level students enrolled for more than 18 credits in 1973 and 1974 to first in 1975 and 1976. (See Table 13.) Some modification appears to be taking place, however, for both these percentages have been decreasing (i.e., more students are taking 12-18 credits). Again, the percentage of level 1 students taking at least 21 credits went from zero (last) to 1973 in 1973 to 6.4 (first) in 1975, and

TABLE 13

UW-O STUDENT STATISTICS, 1973-1976

	1973	1974	1975	1976
Total enrollment	10,415 (-7.9%)	10,666 (+2.4%)	10,555 (-1.0%)	10,225 (-3.1%)
New Freshmen	1941 (-12.8%)	1730 (-10.9%)	1889 (+9.2%)	1709 (-9.5%)
Undergraduates	9160 (-9.6%)	8632 (-5.8%)	8678 (+.5%)	8451 (-2.6%)
Grad. & Prof.	1255 (+6.9%)	2034 (+62.1%)	1877 (-7.7%)	1774 (-5.5%)
Total FTE	9209 (-8.9%)	8741 (-5.1%)	9301 (+6.4%)	8827 (-5.1%)
Wisconsin residents	94.4%	97.3%	95.8%	96.0%
Non-resident undergraduate	5.8%	4.8%	4.4%	4.2%
% Women	48.9%	48.4%	49.3%	48.6%
Minority enrollment	222	186	224	300
Part-time Men	22.8% (of men)	29.5%	32.1%	30.3%
Part-time Women	19.8% (of women)	30.1%	29.2%	29.4%
Total part-time	21.4%	29.8%	30.7%	29.9%
Level 1 students taking at least 21 credits	0%	0.2%	6.4%	4.2%
Level 2 students taking at least 21 credits	0.2%	0.7%	9.8%	6.1%
Level 1 students taking less than 12 credits	11.4%	14.6%	16.3%	12.8%
Level 2 students taking less than 12 credits	16.0%	18.2%	22.1%	24.8%
Level 1 students taking more than 18 credits	0.8%	1.5%	20.8%	16.2%
Level 2 students taking more than 18 credits	3.4%	4.5%	22.4%	15.4%
Transfers to UW-O	(NA)	535	527	601
Transfers from UW-O	(NA)	423	285	256
Students 19 or younger	(NA)	(NA)	(NA)	25.9%
20-24	(NA)	(NA)	(NA)	45.2
25-29	(NA)	(NA)	(NA)	15.4
30-34	(NA)	(NA)	(NA)	6.0
35-39	(NA)	(NA)	(NA)	3.1
40-44	(NA)	(NA)	(NA)	1.7
45-49	(NA)	(NA)	(NA)	1.5
50-54	(NA)	(NA)	(NA)	.7
55-59	(NA)	(NA)	(NA)	.4
60 or older	(NA)	(NA)	(NA)	.2

backed off to 4.2% (still first) in 1976.

Level 2 students (juniors and seniors) showed the same trends: UW-O was sixth in the percentage taking fewer than 12 credits in 1973 and 1974, and fourth in 1975 and 1976. The percentage taking more than 18 credits was next to last in the first two years, first in 1975, but second highest in 1976 (the highest was 18.2%). Almost one student in ten was taking at least 21 credits in 1975, but this percentage went down the following year. The modal credit load was 18 for both 1976 and 1976, so UW-O students are still taking very heavy loads. This is not a statistic which supports the contention that "new" students have been attracted to UW-O, i.e., students with families or full-time jobs, but rather suggests an increased percentage of students who want to finish early.

4. The Transfer Student

For whatever reasons, the transfer student balance has been running increasingly in UW-O's favor over the past three years. Transfers to this institution were 126% of the number of students leaving Oshkosh in 1974, 185% in 1975, and 235% in 1976. Even if UW-O is not attracting an increasing number of non-traditional students, students at other UW universities appear to find it more attractive, and more of the students who enroll at Oshkosh seem to want to stay.

B. Impact on Student Learning

The overall finding here is that different time blocks and different instructional methods seem to have no significantly differential impact on either student learning or student assessment of instruction. Such a generalization needs both evidence and qualification. The former is more difficult to marshall than is the second.

As for the qualifications, the general faculty feeling is just the opposite of the conclusion. Most faculty can see how someone else's material can be taught in shorter time-frames or by machines, but they are equally convinced that there is something inherent in the very nature of their own specialty that makes it impossible for it to be taught and learned in less than 14 (and many still insist, 17) weeks. For their subject, a long digestion period must exist. "A culture can't be grown in a day," they say. What these faculty have in common, and it cuts across all disciplines and colleges, is the belief that what constitutes a course is their covering the material in the classroom. Moreover, they maintain this belief knowing full well that faculty at other colleges and universities teach the same course and use the same book and do it in less time or in other time-frames--e.g., on the quarter system (12 weeks), or in four-week January interterms for those on the 4-1-4 plan, or in other lengths at institutions on trimesters, or that colleagues at UW-O (yea, even themselves) have taught the same course in summer school in 4- or 8-week blocks.

As for the evidence, the literature abounds with "no significant difference" outcomes when various modes of instruction have been scientifically compared. Not surprisingly, that was our finding as well.

We did not have the resources to set up a design that would even sample an adequate number of the possibilities and control for the necessary variables. Instead, we asked for faculty who had data on student learning and on evaluation of teaching for the same course taught in different time-frames or by different means. We obtained cases from different disciplines--in the humanities, natural, and social sciences. (See Appendix C-6.) Our procedure introduces biases inasmuch as those who volunteered their records probably had collected and maintained data because they had a special interest

in the outcomes, being either strongly in favor of or strongly opposed to the new calendar.* Also, while in each instance the same final examination was used, the same criteria were used to determine the final grade, or the same evaluation instrument was employed, controlled experiments were not run. For example, those students who selected, say, the 7-week over the 14-week format, may be just the kinds of persons who would do better in each of the two time blocks. There was no randomness in assigning the populations to "experimental" and "control" groups.

Nonetheless, the most defensible generalization is that there is inadequate evidence from which to infer any change in student learning. Some may have learned more, others less, but on the average there appears to have been no pronounced change.

C. Impact on Faculty

Faculty response to the calendar innovation has been remarkable. Over 20 percent of credit hours produced during 1975-76 and Fall 1976-77 were in the alternative time blocks of 7- or 3-week courses and in self-paced courses. In terms of individual involvement, 309 faculty members had taught one or more 7- or 3-week courses. (See Table 14.)

One of the unique features of the alternative calendar options was that they served as a structural focus which could be used to provide alternative faculty assignment patterns. Within the general framework of providing 24 credit hours and 34 weeks of professional service annually, faculty schedules could be manipulated so as to provide released time for faculty during a semester or to increase the number of faculty available during peak enrollment periods. The majority of the faculty continued with the traditional two-

*Faculty with disparate findings (if they exist) did not supply them to us.

TABLE 14

NUMBER OF FACULTY WHO TAUGHT 7 AND 3 WEEK COURSES
BY COLLEGE THROUGH FALL 1976

FALL 1975 THROUGH FALL 1976

Number By Term

	Total Number All Terms*	1975-76						1976-77
		Fall 1-7 Weeks	Fall 8-14 Weeks	Fall 15-17 Weeks	Spring 1-7 Weeks	Spring 8-14 Weeks	Spring 15-17 Weeks	Fall 1-7 Weeks
Letters & Science	208	77	66	83	59	59	68	56
Nursing	35	17	18	5	17	19	2	21
Business	18	7	6	5	5	5	7	7
Education	48	11	10	21	20	18	8	19
	309	112	100	114	101	101	85	108

* Number may exceed current headcount for unit
Includes faculty who resigned after or during 1975-76 and 1976-77

semester, summer off pattern. By manipulating regular and summer term assignments, other faculty were able to arrange schedules with three-week vacations at the end of Fall and Spring semesters; half semesters off; extended summer vacations; and individualized two-year contracts. Nineteen percent of the faculty in 1975-76 and 17% in 1976-77 had participated in alternative faculty assignment patterns. (See Table 15.)

The other unique feature of the calendar reform, the Faculty Development Program, also was well received. Faculty participation in the research and curriculum development components of the Faculty Development Program (FDP) has more than met expectations. Over one-half of the eligible faculty and academic staff submitted at least one proposal and approximately 70% of these people had at least one project approved. By Fall 1976-77 over 283 curriculum development or research grants had been awarded to 173 different faculty members and there had been a total of 864 enrollments in the Faculty College. In addition, 22 faculty had received awards for off-campus activities.

All in all, over two-thirds of the faculty had been involved in some aspect of calendar reform activities. However, statistics relating to the total numbers of faculty participating say little about any substantial real impact the calendar may have had on faculty throughout the University. To assess this impact, a sample of 100 faculty, stratified by college and participation, was selected for examination. (See Table 16.) For this purpose, all full-time teaching faculty on academic year assignment in the four colleges who were on the faculty prior to January 1, 1974, were considered as part of the faculty population (N = 454). Faculty participants were defined as those faculty who taught at least one course in the 7- or 3-week time block, or who applied for a curriculum development or research award during the 1975-76 academic year or during Fall 1976-77. All other faculty were classified as non-participants. Of the 100 faculty interviewed, 99 returned usable

TABLE 15

FACULTY ASSIGNMENT PATTERNS

	Summer		Fall			Spring			1975-76 Number Faculty	1975-76 Percent		1976-77 Number Faculty	1976-77 Percent	
	4	4	7	7	3	7	7	3						
Traditional			X	X	X	X	X	X	414	80.9%		413	82.9%	
3 Week Vacation	X	X	X	X		X	X		38	7.4		30	6.0	
Half Semester Off	X	X	X	X	X			X	24	4.7	19.1%	7	1.4	17.1%
Extended Summer Off		X	X	X	X	X	X		26	5.1		35	7.0	
2 Year Contract - Individualized									10	1.9		13	2.6	
Total									512	100.0%		498	99.9%	

TABLE 16

FACULTY SAMPLE - NUMBER AND PERCENT DISTRIBUTION
BY COLLEGE AND PARTICIPATION

	Faculty Population		Faculty Sample	
College	Total	Percent	Total	Percent
Education	71	15.6%	16	16.1%
Letters & Science	318	70.0	67	67.6
Nursing	29	6.7	8	8.1
Business Administration	36	7.9	8	8.1
Total	454	100.0%	99	100.0%
Participation				
Participants	352	77.5%	76	76%
Non-Participants	102	22.5%	23	23
Total	454	100.0%	99	100.0%

questionnaires; therefore, sample responses are based on N = 99, and numbers given below are essentially equivalent to percents. Chi square analysis was used to determine statistically significant differences between groups.

Characteristics of the Sample

Using participation as the criterion, respondents were divided into two groups: participants (P) and non-participants (NP). Participants were further divided into three groups according to the nature of their participation in the innovation: (1) both Faculty Development Program and 7- or 3-week course offerings; (2) FDP only; and (3) 7- or 3-week course offerings only.

Demographic Variables

The first set of characteristics examined was demographic variables such as age, faculty rank, highest degree, tenure status, sex, and years at UW-O. (See Table 17.) The only statistically significant difference between particpatns and non-participants was in age. Participants were younger than non-participants. Sixty percent of the participants were younger than 45, while 64% of the non-participants were 45 or older. (While this age phenomenon is the common folklore, most studies fail to show that younger faculty are more likely to be adopters of innovations.)

Attitudinal Variables

Attitudinal variables were examined next: agreement with objectives and goals of the calendar and Faculty Development Program, local-cosmopolitan orientation, and teaching-research orientation. (See Table 18.) In addition, two indicators of perceived sources of pressure in faculty responsibilities, derived from questionnaire responses, were examined: quantitative role overload (too many tasks to accomplish) and qualitative role overload (felt need to improve professional skills).

TABLE 17

PROFILE OF FACULTY RESPONDENTS - DEMOGRAPHIC VARIABLES

	Total Respondents	Participants				Non-Participants
	N=99	All Participants N=76	Both N=31	FDP Only N=21	Courses Only N=24	N=23
	%	%	%	%	%	%
Age*						
39 or less	31	36	47	27	35	9
40-44	24	24	20	18	35	26
45-49	14	12	10	14	13	22
50 or more	31	28	23	41	17	42
Rank						
Instructor	6	6	10	0	8	5
Assistant	27	24	20	6	25	35
Associate	42	45	50	8	46	30
Professor	27	25	20	8	21	30
Tenure Status						
Tenured	91	91	90	91	23	87
Non-Tenured	9	9	10	9	1	13
Marital Status						
Single	18	18	27	5	21	17
Married	80	79	70	90	79	83
Other	2	3	3	5	0	0
Sex						
Male	80	82	77	86	83	74
Female	20	18	23	14	17	26
Degree						
Master's	22	21	23	18	21	26
Ph.D.	63	62	57	68	63	65
Ed.D.	9	9	13	0	12	9
Other	6	8	7	14	4	0
Years at UWO						
6 or less	17	17	26	14	17	18
7-9	31	30	26	24	33	32
10-14	40	42	36	48	42	32
15 or more	12	11	12	14	8	4

* Statistically significant at .05.

TABLE 18

PROFILE OF FACULTY RESPONDENTS - ATTITUDINAL VARIABLES

	Total Respondents N=99	Participants				Non Participants N=23
		All Participants N=76	Both N=31	FDP Only N=21	Courses Only N=24	
	%	%		%	%	%
Goal Agreement						
Low	47	38	39	52	33	74
High	53	62	61	48	67	26
Local/Cosmopolitan Orientation						
Local	64	63	71	57	58	65
Cosmopolitan	36	37	29	43	42	35
Teaching/Research Orientation						
Both, but leaning to research	21	22	29	14	21	18
Both, but leaning to teaching	40	40	32	33	54	41
Heavy on teaching	39	38	39	53	25	41
Perceived Sources of Pressures of Work						
Qualitative Overload						
Less	43	43	48	33	54	44
More	57	57	52	67	46	56
Quantitative Overload						
Less	64	61	61	48	71	78
More	35	39	39	52	29	22

* Statistically significant at .05.

There were no statistically significant differences between participants and non-participants on either the cosmopolitan measure or the teaching-research orientation measure. Participants and non-participants tended to have similar attitudes in terms of cosmopolitan orientation, and to share an orientation toward their professional roles irrespective of whether or not they participated in the calendar reform.

There were statistically significant differences between P's and NP's in their agreement with the goals of the alternative calendar and the Faculty Development Program. As would be expected, participants tended to be in high agreement with objectives and goals of the calendar reform. Surprisingly, though, 38% of the participants were in low agreement with calendar objectives. Analysis across the classes of respondents by type of participation revealed no statistically significant differences in the attitudinal and perceived sources of pressure variables.

Faculty were also asked to indicate major sources of satisfaction in their work. The percentages of faculty indicating teaching, research, students, and colleagues are presented in Table 19. One statistically significant measure was that of students as a major source of satisfaction. Non-participants were more likely to indicate students as a major source of satisfaction in their work than participants. There was also a difference in satisfaction with research. Respondents who had participated in the Faculty Development Program indicated more frequently that a major source of satisfaction was research.

Finally, respondents were asked to indicate what influenced their participation or non-participation in calendar reform activities. Responses were collapsed into three categories: (1) Programmatic Needs, e.g., department or curricular requirements; (2) Administrative Influence, e.g., chair-

TABLE 19

PROFILE OF FACULTY RESPONDENTS

Figure 1 - Major Sources of Satisfaction in Work
(By Per Cent of Respondents Mentioning Source)

	Total Respondents	Participants	Both	FDP Only	Courses Only	Non-Participants
	N=99	N=76	N=31	N=21	N=24	N=23
Teaching	46%	45%	39%	67%	33%	48%
Research	20	22	36	24	4	13
Students	39	32	29	24	42	65*
Colleagues	19	20	23	24	13	17

FACTORS INFLUENCING FACULTY

Figure 2 - Participation or Lack of Participation
(By Percent of Respondents Mentioning)

	Total Respondents	All Participants	Both	FDP Only	Courses Only	Non-Participants
Programmatic Needs	33%	40%*	48%	33%	33%	13%*
Administrative Influence	30	30	32	29	29	30
Professional Needs	50	51*	74	71	4	47*

* Statistically significant at .05.

person's or administrator's suggestion; and (3) Professional Needs, e.g., pursue research, scholarly, or curriculum interests. Thirty-three percent of the respondents indicated that their participation or lack of participation was influenced by programmatic needs, 30% by administrative influence, and 50% by professional needs. Professional needs had a statistically significant relation to type of participation. As expected, participants in the Faculty Development Program mentioned more frequently professional needs than programmatic needs or administrative suggestions.

Extent of Participation

Involvement in different aspects of the calendar reform and in related activities was examined to determine the extent of participation by respondents. (See Table 20.) Practically all of the faculty had adapted their courses to either 14-week courses or some combination of 14-, 7-, and 3-week time blocks. However, six faculty continued to offer some courses in the 17-week format. Forty-three percent of the respondents had attended one or more sessions of the Faculty College and 10 respondents had been involved in organizing or presenting a Faculty College session.

Whether or not the faculty member had offered a self-paced course emerged as a statistically significant difference between participants and non-participants. Over 23% of the participants had offered a self-paced course versus 4% of the non-participants. However, only 16% of the total respondents had participated in offering an interdisciplinary course. A greater percentage of participants (54%) applied for curriculum development awards than research awards (47%), but this percentage may be understating the actual number of applications since some faculty submitted multiple proposals. Forty-five percent of the respondents had received compensation for additional service (CAS), including two non-participants who had received CAS for summer courses.

TABLE 20

EXTENT OF FACULTY PARTICIPATION BY ACTIVITY AND BY FIELD
(% Responding Yes)

	Total Respondents	Participants	Non-Participants	Professional Schools	Humanities	Natural Sciences	Social Sciences and Other
	N=99	N=76	N=23	N=32	N=28	N=24	N=15
	%	%	%	%	%	%	%
Seven week courses	30	30	--	44	29	25	13
Three-week courses	34	45	--	34	43	42	7
Fourteen-week courses	93	92	96	86	26	24	14
Seventeen-week courses	7	8	4	9	7	4	1
PSI/Auto/Self-Paced	19	24	4*	16	39	8	7*
Organized Faculty College	10	13	--	3	11	17	13
Attended Faculty College	43	45	39	44	46	38	47
Applied for Curriculum Development Award	41	54	--	34	39	46	53
Applied for Research Award	36	47	--	22	43	33	60
Received CAS funds	45	57	9	28	46	54	67
Applied for extramural funds	16	21	13	22	11	25	20
Interdisciplinary course	16	17	13	13	21	13	20
Summer inload teaching	18	24	26	31	21	25	13

* Statistically significant at .01.

There were no statistically significant differences between participants and non-participants in regard to applications for extramural funding applications and summer inload teaching.

To determine if there were any differences among various units in extent of participation, respondents were divided into four groups according to major disciplinary focus: (1) Professional Schools, (2) Humanities, (3) Natural Sciences, and (4) Social Sciences & Other. Analysis across the four categories of fields revealed three significant associations: Use of PSI or self-paced courses; Research Award Applications; and CAS Funds. Faculty in the Humanities were more likely to be involved in PSI courses (a phenomenon we are unable to explain having expected those who pioneered 4-M, the natural scientists, to be the most involved); faculty in the Professional Schools were less likely to apply for a research award and to receive CAS funds.

Incentives and Barriers to Implementation

Faculty were asked in a number of ways to indicate what they saw as incentives or barriers to the calendar reform. Responses were broad and covered a number of areas. Table 21 summarizes responses mentioned by 20% or more of all respondents and gives the ranking and percentage of the responses by total sample, participants, and non-participants.

Incentives

The more important incentives for faculty participants were factors relating to professional and personal concerns. Schedule or time flexibility for both students and faculty was the most frequent incentive mentioned by all respondents (61%) and by participants (64%). However, non-participants mentioned more frequently (61%) the impact of the calender on security issues--

TABLE 21

FACULTY RESPONDENTS - PERCEIVED INCENTIVES AND BARRIERS TO IMPLEMENTATION
(% of Respondents Mentioning)

	Total Respondents (N=99)		Participants (N=76)		Non-Participants (N=23)	
	%	Rank	%	Rank	%	Rank
Incentives						
Schedule Flexibility	61	1	64	1	52	3
Professional Growth	50	2	49	2	57	2
Security Issues, Budget Stability	46	3	42	4	61	1
Innovative and New	41	4	47	3	22	8*
Faculty Development Program	40	5	42	4	35	5
CAS Funds	37	6	39	5	30	6
SCH Production	32	7	36	6	22	8
Increased Student Options	31	8	26	9	48	4*
Curricular Flexibility	27	9	28	8	26	7
Publications, New Courses, etc.	27	9	30	7	17	9
Barriers						
Increased Rules, Procedures	65	1	65	1	65	2
Conflict and Competition	59	2	57	3	70	1
Increased Demands on Students	58	3	62	2	48	3
Lack of Planning and Coordination	56	4	40	5	70	1
Effect on Academic Standards	44	5	18	10	26	6
Lack Educational Value	42	6	45	4	35	4
Increased Workload	39	7	37	6	48	3
Inadequate Criteria	32	8	33	7	30	5
Lack Resources	31	9	33	7	26	6
Increased Time Pressures	26	10	28	8	22	7
Summer Pay Decrease	21	11	22	9	17	8

*Statistically significant at .05.

such as budget stabilization and faculty layoffs--as an important incentive.

Fifty percent of the respondents agreed that opportunity for professional growth and revitalization was a major incentive for participation. Respondents also saw the Faculty Development Program (40%) and the opportunity to try new and innovative things (41%) as important incentives. The availability of compensation for additional service (CAS) funds was viewed by respondents (37%) as a necessary and critical ingredient for support of faculty calendar-related activities (e.g., development of new courses and curriculum revisions) as well as for support of ongoing professional activities (e.g., research and scholarly pursuits). The availability of institutional funds for professional projects and activities represented a major change for UW-O. Respondents were quick to point out that prior to 1975 only a small amount of institutional funds (less than $15,000 annually) was available for support of faculty projects. In addition, prior to 1976, sabbatical leaves did not exist for UW-O faculty (and still are not a part of the UW system).

The possibility of increased student credit hour production (32%) and increased options for students (31%), e.g., early graduation, ease of coordination with work schedule, etc., were also viewed as incentives for participation on calendar reform activities. The calendar was also seen as encouraging incentives for participation in calendar reform activities. The calendar was also seen as encouraging increased curricular flexibility by respondents (27%). The availability of various time blocks for classes, interest in interdisciplinary courses, experimentation with new scheduling formats for field and laboratory experiences, use of PSI and other self-paced materials, and innovative ways of altering courses were frequently mentioned as positive effects of the calendar on curricular offerings.

There were statistically significant differences between participants and non-participants on two variables: Innovativeness of Calendar and

Increased Student Options. Participants were more likely to see the innovativeness of the calendar as a unique incentive, and non-participants were more likely to see increased student options as an incentive.

Barriers

The major factors seen as barriers to the calendar reform were increased procedures, rules, and regulations, increased accountability of time, and, to a certain degree, decreased autonomy in decision-making. Although most respondents acknowledged that their perceptions might be confounded by the planning process which was initiated shortly after the calendar reform was implemented, over 65% felt that the calendar reform had brought with it increased bureaucratization. As one respondent characterized it, "we have increased options but less choice." At the same time, over 56% of the respondents felt that the lack of adequate planning and coordination has hindered the goals of the calendar reform. For instance, 32% of the respondents felt that the criteria for CAS under the FDP did not meet the needs of all disciplinary groups. Thirty-one percent indicated that lack of resources in terms of equipment, supplies, travel funds, and supportive services was preventing full implementation of the calendar reform.

A prevailing perception was that power had become centered in newly formed groups. Jealousies and feelings of superiority characterized the feelings of some department members toward other departments and colleges. (These sometimes seem to be based on unfounded rumors.) Increased conflict and competitiveness among and between individuals and departments was mentioned by 59% of all respondents.

In regard to impact on faculty time, 39% of the respondents reported that their workload had increased and 26% that time pressures had increased as a result of the calendar reform. Over 21% felt that the summer pay

decrease had worked to the faculty's disadvantage by providing less pay for the same work. Schedule alterations, particularly summer inload teaching, were a source of much consternation among some respondents who felt that programmatic needs often took precedence over individual and professional needs.

A more critical set of barriers dealt with the efficiency and effectiveness of the calendar reform in meeting educational goals. Forty-two percent of the respondents questioned the educational advantages of the alternative time blocks, 44% felt that the calendar reform was affecting academic standards negatively, and 58% felt that there were increased demands on the students. Of particular concern was the number of drops and incompletes in courses.* Others felt that some course content was inappropriately being compressed into the alternative time blocks.

There were no statistically significant differences between participants and non-participants on any of the barrier variables.

D. Impact of the Calendar Reform on the University Support Services

The university support systems examined include the New Students Division (Admissions Office), the Registration Office, the Financial Aid Office, the Housing Office, the Central Advising Office, the Veterans Office, the Library, the Media Services, the Computer Center, the Reading/Study Center, the Testing Center, the Health Center, the Counseling Center, the Placement Center, the Union Bookstore, and the Faculty Research Board. All offices were rated by both students and faculty, except that the Housing Office was evaluated by students only, and the Faculty Research Board by faculty only. The Health and Counseling Centers were combined on the faculty

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*See Table 6A above. Faculty are correct about the increase in drops but are in error in the percentage change with respect to incompletes.

questionnaire, but listed separately in the student survey. Faculty members were asked to mark their satisfaction with the offices using a scale of Very Satisfied (V), Somewhat Satisfied (S), Neutral (N), Somewhat Dissatisfied (SD), and Very Dissatisfied (D), while the "neutral" response was omitted on the student questionnaire. For purposes of comparison, only the non-Neutral responses are used in interpreting faculty satisfaction, although had all faculty been forced to choose between V, S, SD, and D, the response pattern might have been different.

Table 22 reports the frequency of response for each option marked by faculty and students, and indicates that both faculty and students are generally satisfied with the service offered by each of the support areas. At least half of the student respondents marked Satisfied or Very Satisfied for all the offices, and at least two-thirds for all except the Housing Office (54% S or V, but 25% D, as well). At least half of the faculty respondents were also satisfied with all the offices except the Library (38% S or V out of the non-Neutral responses) and the Faculty Research Board (46%). The Counseling Center is the support area with which students are most satisfied (45% V), with the Reading/Study Center second (44%). The latter is also the office with which faculty are most satisfied (50% V), with the placement Center second (41% V).

Mean faculty and student satisfaction ratings were compared using an independent t-test. Table 23 presents the mean satisfaction rating of both faculty and students for each office and the statistical significance of the t-test for the difference between those means. It is apparent that while few of the differences are statistically significant, student satisfaction tends to be higher than that of faculty.

The office with which more students have had any contact is the Registration Office (only 4% of the respondents reported "No Contact"), with the

TABLE 22

STUDENT AND FACULTY SATISFACTION WITH UW-O SUPPORT SYSTEMS

	Faculty Responses						Student Responses				
	V	S	N	SD	D	N	V	S	SD	D	N
New Students Division (Admissions)	15.0%	21.7%	41.7%	20.0%	1.7%	60	26.0%	58.4%	10.4%	5.2%	77
Registration Office	21.3	36.0	22.7	16.0	4.0	75	21.3	59.3	11.1	8.3	108
Financial Aid Office	8.8	15.8	57.9	8.8	8.8	57	19.2	48.1	19.2	13.5	52
Central Advising Office	9.9	21.1	38.0	21.1	9.9	71	26.3	52.6	10.5	10.5	19
Veterans Office	--	3.4	96.6	--	--	29	33.3	66.7	--	--	9
Library	8.5	25.3	10.5	29.5	26.3	95	34.6	47.1	10.6	7.7	104
Media Services (AV)	18.8	27.5	15.0	21.3	17.5	80	16.1	54.8	22.6	6.5	31
Computer Center	13.0	33.3	39.1	11.6	2.9	69	31.0	51.7	17.2	--	29
Health Center*	8.9	17.8	57.8	11.1	4.4	45	31.3	54.7	6.3	7.8	64
Counseling Center*	--	--	--	--	--	--	44.8	48.3	3.4	3.4	29
Reading/Study Center	15.4	12.8	69.2	2.6	--	39	43.8	50.0	3.1	3.1	32
Testing Center	22.9	42.2	22.9	9.6	2.4	83	27.9	54.4	17.6	--	68
Placement Center	23.5	23.5	43.1	9.8	--	51	22.7	68.2	9.1	--	22
Union Bookstore	14.3	23.8	35.7	25.0	1.2	84	24.0	54.8	13.5	7.7	104
Faculty Research Board	11.3	14.5	43.5	22.6	8.1	62	--	--	--	--	--
Housing Office	--	--	--	--	--	--	10.7	42.9	21.4	25.0	56

* Health Center and Counseling Center were combined on Faculty Questionnaire.

V = Very Satisfied S = Somewhat Satisfied N = Neutral

D = Very Dissatisfied SD = Somewhat Dissatisfied

TABLE 23

MEAN SATISFACTION RATINGS OF FACULTY AND STUDENTS ON SUPPORT SYSTEMS

	Faculty Mean*	Student Mean	Significance
New Students Division	2.36 (N=22)	3.10 (N=69)	.0000
Registration Office	2.42 (N=31)	2.95 (N=94)	.0012
Financial Aid Office	2.58 (N=24)	2.74 (N=50)	.5103
Central Advising Office	2.50 (N=44)	2.95 (N=19)	.0882
Veterans Office	3.00 (N=1)	3.50 (N=6)	
Library	2.18 (N=85)	3.02 (N=90)	.0000
Media Services	2.56 (N=68)	2.82 (N=28)	.2423
Computer Center	2.93 (N=42)	3.09 (N=23)	.4132
Health Center**	2.74 (N=19)	3.10 (N=60)	(.1007)
Reading/Study Center	3.42 (N=12)	3.30 (N=30)	.6249
Testing Center	3.11 (N=64)	3.11 (N=64)	1.0000
Placement Center	3.24 (N=29)	3.10 (N=21)	.4842
Union Bookstore	2.80 (N=54)	2.90 (N=93)	.4549

* Neutral responses excluded

** Health and Counseling Centers were combined on Faculty Questionnaire

1 = Very Dissatisfied 2 = Somewhat Dissatisfied 3 = Somewhat Satisfied

4 = Very Satisfied

Bookstore and the Library next. The area with which students appear to have had the least contact is the Veterans Office (92% "No Contact"), with Central Advising a surprising second (83%). (While this may be a result of the low student response rate, the representative class breakdown of the sample would lead one to expect that more than a mere 19 of the students had had some contact with the Advising Office (since the likelihood of contact increases with length of time at UW-O).) Theoretically all students are required to consult with an advisor before registering at the beginning of a semester, but the student respondents seem to have found a way to avoid this, if the lack of contact reported by student respondents can be considered an adequate measure. The Placement Center was a close third (81%) in amount of student contact.

Of those students who have had any contact with the support areas, either prior to first enrolling at UW-O, before and since enrolling, or since enrolling only, the Library is the office with which the students have by far the most frequent contact (62% reported frequent contact), and the Bookstore is next (36%). The New Students Division is, not surprisingly, the office with which students have the least contact once they have entered UW-O (71% reported little or no contact), with the Housing Office second (49%).

The Library is also the support area with which faculty report the greatest contact (28% "Very Frequent"), and the Media Center is second (23%). Faculty seem to have very little contact with many of the offices in the general area of student services: over half report little or no contact with the New Students Division (54%), the Financial Aid Office (62%), the Veterans Office (96%), Health and Counseling (70% reporting little or no contact with the combined offices), the Reading/Study Center (78%), and the Placement Center (59%). Exactly half of the faculty also report little or no contact with the Faculty Research Board. Frequency of contact with an

office makes no difference in student satisfaction with it, but is related to faculty satisfaction in five out of thirteen cases, although in no easily recognizable pattern.

Faculty were also asked to indicate whether or not their satisfaction with an office had changed since the implementation of the calendar reform, and at least half the respondents noticed no change for all except the Library and the Media Center. Fully 70% were less satisfied with the former, and 59% with the latter. It must be noted, however, that the faculty questionnaire was administered at a time when the Library was undergoing a great deal of restructuring of its own, and feeling was high on campus against some of the changes. More than a quarter of the faculty (27%) were more satisfied with the registration office, and more than 10% were also more satisfied with Central Advising (11%), the Testing Center (13%), the Faculty Research Board (18%) (although this body did not exist per se before the reform, there were committees performing a similar function, awarding grants from small research funds), and the Placement Center (16%). It is difficult to see why this last should be true, as the operations of this office have changed very little over the past two years.

E. Impact Upon Administration

It was difficult to isolate and assess the separate and interactive effects of the calendar reform and changes in administration. Since the arrival of Chancellor Birnbaum in February, 1974, a virtually new administrative staff had been formed. Not only were new offices created, but functions and responsibilities of continuing officers were redistributed. With the implementation of the calendar, much of the energy of these new offices was directed toward establishing and coordinating policies and procedures. During this period of time, new decision-making structures

were also formed. The net result was that not only people, but organizational structure as well, changed, making it difficult to separate cause from effect. Thus, while some of the administrative changes in structure and personnel were a consequence of the innovation, others came about because of the new leadership. These interconnections to the innovation would be an interesting study in themselves, but we have not tried to interpret them.

Nevertheless, representatives from each administrative level, executive officers and directors, deans, and department heads, were interviewed to determine perceived impact of the calendar on managerial functions and responsibilities of their offices. The responses from these individuals were varied and represented a wide cross-section of opinion regarding the impact of the calendar. However, two conclusions were immediately apparent. First, there was a sense of enthusiasm among all interviewees about the potential of the calendar for curricular flexibility and faculty revitalization. Second, there was also general consensus among the interviewees that the new calendar called for administrative structures, processes, and procedures that both stabilized and stimulated the institution during the trial period of calendar implementation. Various individuals differed, however, in regard to the degree and nature of administrative coordination necessary to implement institutional goals.

In addition to these two conclusions, there was unanimous agreement that administrative workload has increased appreciably. One of the major increased work activities of administrators involves the large number of combinations and permutations by which faculty can meet their contractual obligations of teaching a normal load (most often 24 credit hours) in 34 weeks. With it now possible to spread the load over a calendar year and

teaching commitments of different amounts per term, much more interaction is taking place between deans, faculty, and university administrative offices responsible for monitoring contracts. Scheduling of courses, a corollary of faculty assignments, also consumes many more hours for administrators now than it did before the calendar change. While the interaction with faculty has increased their workload, the deans view this outcome positively. They are interacting with faculty in ways they had not before, are coming to learn their desires and frustrations, and are in general able to help influence individual careers.

Many administrators felt, however, that the locus of general decision-making authority had shifted since the institution of the new calendar. Prior to the calendar reform and the institution of the planning process, faculty, colleges, and other units made uncoordinated demands upon organizational resources. The calendar innovation and the subsequent initiation of the planning process were perceived as providing a focus for relating institutional mission and academic program planning. With that overall focus, administrators at every level found that they had to review program priorities and goals in order to facilitate reallocation of resources among programs. For some administrators this change represented an expansion of authority and control over programs, but for others it was perceived as a threat to program viability and credibility. Concern was expressed by some regarding reconciling the growing tension between autonomy and accountability in curricular and personnel matters. Others felt that current program priorities encouraged program and course proliferation, gimmickry, and duplication, and that tighter "controls" were needed to maintain academic quality.

Another concern expressed by some deans was the lost of effective reward and incentive power. Budget allocations for salary increases are determined by the University of Wisconsin's Central Administration. The major portion

of monies available for salary increases is distributed on an across-the-board basis, leaving little or no funds for merit increases. In the past, summer school assignments, overload assignments, and release time were available to provide incentives for faculty. With the establishment of the Faculty Development Program and the availability of CAS funds, many decisions regarding these incentives were made by university-wide bodies, not wholly independent of, but certainly external to, the college.

Increased communication and data needs were perceived by many as a major factor influencing their managerial roles. It was recognized early that there was a need to develop ongoing communication channels through which support, stimulus, and recognition could be provided for faculty, staff, and students as they explored ways of experimenting with the calendar. This need was in part answered by several publications, e.g., The Bulletin, The Advance-Titan, which served as vehicles for disseminating information about projects within the university. The establishment of Context in 1975, published quarterly in a newspaper format and yearly in magazine format, provided considerable visibility and signaled UW-O's intent to reward or publicize activities of the Faculty Development Program. Context, devoted mostly to reporting on faculty, features interviews with faculty, reports on faculty projects, publications, presentations, and recipients of research and curricular development awards, and describes Faculty College sessions.

However, formal publications only addressed one aspect of the increased demands for relaying information and securing feedback on policies, procedures, and actions. Practically all of the interviewees indicated that it was a continuing challenge to keep faculty, staff, and students abreast of changes. Deans and chairpersons were more likely to comment about the necessary, but time-consuming, tasks of scheduling meetings to discuss proposals,

solicit reactions and receive recommendations; disseminating memos, announcements, guidelines; meeting deadlines for requests for information; and collecting information to monitor and evaluate schedules, workloads, credit hour productions, and other specific activities of the calendar reform.

In summary, administrators saw the Faculty Development Program and its potential for stimulating faculty growth as the primary strength of the calendar. Although less enthusiastic about the modular time blocks, they also saw increased curricular flexibility as a strength of the calendar. As a result of the implementation of the calendar, the initiation of the planning process, and the administrative reorganization, existing relationships, processes, and procedures had changed. Decisions and structures related to personnel, curricular matters, workload assignments, research service activities, allocations of resources, and support systems had all been effected. Communication needs and the need for coordination with other university units had increased. The impact of these changes across administrative levels was not uniform. Nor was there consensus that the changes resulted in increased centralization or in decentralization. Many of the administrators saw the centralization of policies, procedures, and decision structures as stifling the flexibility that the calendar promised, although they appreciated the increased opportunity for faculty contact. Others welcomed the standardization of policies and procedures as a method of promoting budget stabilization, supporting program priorities, encouraging wider participation in decision-making, and establishing equity among and between colleges and individuals.

V. DISCUSSION

A. Some Limitations

Several factors lead us to believe that the goals for the innovation have changed over time, or, if not the goals themselves, the priorities assigned to each have undergone alteration between their first formulation and today. That they would have is not surprising, for circumstances and people have changed between 1974 and 1977. However, since we were not involved at the innovation's outset and since systematic assessments were not made all along the way, we are unable to trace and document these changes. Our study suffers this limitation.

Second, much has happened at UW-O since the creation of the innovation. However, not all of the changes are traceable to the restructuring of time. As remarked at the outset of this report, there is the danger that we have not always sorted out cause and effect. For example, some of today's activities are simply a consequence of external events--what is going on in higher education across the nation and in the state system in Wisconsin. Internally, the new vice-chancellor was selected in part because of his expertise in planning. The major planning process he introduced impacted heavily on faculty and administrators. So did other new personnel and new organizational structures. We have tried to distinguish between such causes and the effects, but we recognize that not all will agree with our interpretation in each instance.

A third limitation is that some calendar impacts cannot be satisfactorily judged at this moment in time. If the innovation is to have impact

on, say, the image of the university and/or the creation of a new mission ("university of alternatives"), these goal accomplishments are not going to be fully visible a mere two years after the innovation became operational. Nor can the goals of developing a flexible faculty or the attainment of regular and significant outside funding for research be judged at this point in time. Hence, these and some other goals cannot be adequately assessed until several years from now.

What these limitations highlight is the need for continuing monitoring of UW-O's innovation. It is important to learn not only whether long-range goals are achieved over time but also to what degree the more immediate impacts have lasting effects.

B. Goal Accomplishment

1. Attract "New" (Nontraditional) Students

This highest priority goal has had the least amount of success. The flaw has not been in the rationale. Providing a variety of time-frames (several of them for shorter intervals) at different points of the year ought to be attractive to older persons, people working at home or at any of a variety of jobs and wanting to increase their skills and knowledge, earn a degree, or whatever. We still think the idea is a sound one.*

The flaw, however, has been in the execution. A new clientele has to know that such an opportunity is available,

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* We cannot document to the degree we would like that the change in older student enrollment has been minimal. Data are missing. This, however, is our belief.

and it has to be made available at hours other than 9:00 a.m. to 4:00 p.m., Monday through Friday. So far this is not happening to any appreciable extent. There need to be new kinds of offerings--courses and programs to fit the needs of the new clientele, not the regular 8-22 year olds. While the claim was never made that the revised calendar would automatically attract a new clientele, there seems to have been a presumption on the part of many that it would have such a magnetic capacity. The presumption, however, is not true.

The regular admissions counselors prepared their brochures around the attractive features of the calendar--less time for a degree, 7-week courses, free January term, early exit in the spring for a better opportunity at summer employment, continuous registration, etc.--but the features meant little to the high school senior or to her or his counselor (see above). The admissions office's promotion material was changed for the following year, giving the calendar but a passing nod.

Whether the administration misread the situation, were too engrossed in the daily new problems of running the innovation within the institution, delegated the responsibility without following up on the matter, or some combination of these factors is not clear. A dean was given this responsibility, but this office failed to meet the challenge. Even today, no one is monitoring the number of new registrants by

age. There has been no community survey of needs; little publicity has reached potential clients; the academic deans have come forward with only one new program; offerings of existing programs at hours more likely to attract new students have been minimal; and the many actions one would have expected to have been put into operation for the accomplishment of this highest priority goal have not taken place. (A separate, externally sponsored project taking education to surrounding public libraries has not drawn many students either.)

Only recently has a new person been given the job of attracting "new" students as his primary responsibility. But he has little power, no resources to speak of, and even less staff. For programs he is dependent upon persuading individual faculty to participate, and for no reward other than personal satisfaction. (The problem is further complicated by UW-system policies regarding extension teaching.)

It is going to take a more focused effort than has so far been mustered to achieve this goal. Top administrators are going to have to court the public and make clear to the deans and faculty the importance of this goal. While the chancellor rightfully is trying to have others assume leadership roles and to delegate authority (especially in the academic area, where "new" student programs fall), he, nonetheless, will have to maintain an active role for the accom-

plishment of this goal.

It may be that the successes of the last two years have lulled the institution into a false sense of security. The budget is balanced for next year, and it has more flexibility within it than any in the recent past. But a university needs students. The shrinking 18-year-old pool will have impact on the entire Wisconsin system. For example, Madison can recruit to capacity despite a drought and will do so at the added expense of the non-doctoral institutions. UW-O needs "new" students just to maintain current enrollment.

There is much to be done in the "new" student area. It should have had detailed attention two years ago instead of just getting off the ground now. Too much of UW-O's future hangs on the institution's attracting new clientele to give this goal anything less than the highest priority and backing.

2. Allow Faculty Development

Without doubt, this second highest priority goal and its accomplishment are the jewel of the innovation. By hard data and by testimony, faculty development has been an outstanding success.*

This is not to say that faculty development is over, for it is a lifelong process. There are always new things to learn in terms of professional development as well as in

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* IV-C (above) discussed this goal at length. The relevant portions there are not repeated here.

modes of instruction. For example, if UW-O is successful in attracting non-traditional students, most faculty will have to learn about working with older people. Then there is the continuing problem of trying to involve those who would benefit most from FD but who are also least likely to come forward. And there are others.

To repeat, though, this goal has had the highest degree of achievement. What makes its accomplishment all the more salutory is that its continual accomplishment is built right into the innovation. FD at UW-O is not a one-shot affair, a sky rocket that will obliterate itself when the first flash is over; rather, FD at UW-O is a regular and ongoing feature of the calendar reform, a bright satellite permanently in orbit.

3. Achieve Fiscal Stability

To the extent that a public institution highly dependent upon the fiscal decisions of a legislature and a governor can establish fiscal stability, UW-O has done so, as of this writing. There are, however, other factors which affect this fine accomplishment all too easily--inflation, for example, as a factor outside the institution's control.

At the same time, the line which links fiscal stability to calendar reform is a thin one. UW-O's budget is basically determined by student enrollment, and, hence, so are the number of staff and faculty positions. As was seen above,

enrollments have stabilized but are still forecase to drop, unless a new clientele is recruited. We have seen that as yet the innovation by itself has attracted neither 18-year-olds nor older students to any measurable degree. It must do the latter, for the former pool will unquestionably decline. Following this thread, calendar reform is not the cause of current fiscal stability.

On another strand, however, there is a link between the healthy financial condition at UW-O and the calendar innovation. That connection is with flexibility in staffing, the fourth most important goal and discussed next.

4. Enhance Staff Flexibility

As with a good number of the goal statements made on one or another occasion, different interpretations understandably occur. "Enhancing staff flexibility" has more than average ambiquity associated with it as judged by the responses we received from UW-O personnel. For some enhancing staff flexibility means increasing the repertoire of courses a faculty member can teach, even to the extent of retraining faculty in low student demand areas to teach in disciplines where student enrollment is high. For others, the goal means interdisciplinary teaching. For still others, especially administrators, the goal has an institutional aim and means having faculty available to teach at times of the year institutional and/or program demands dictate. And for some, more

than one of these outcomes was what they had in mind.

As for UW-O's achievement of this goal, it is really only the last mentioned interpretation that has been successfully accomplished. It, of course, is not realistic to expect Spanish professors to become economists, even with an effective Faculty Development Program. Nor is it realistic to expect interdisciplinary teaching to be widely practiced. There is some interdisciplinary teaching--the second interpretation of the goal--but as yet it does not seem to be providing the staff flexibility needed for relocating faculty within the institution. But having faculty available at the convenience of the institution, the third interpretation of the goal has been accomplished, and to a significant degree. With their calendar vote, and particularly with the "reaffirmation" vote in spring, 1977, faculty are to be available any contiguous 34 weeks of the calendar year. Said another way, there is no longer the typical academic year with faculty choice to teach or not teach, say, in the summer. Now, if the institution wants to have programs in operation at other than typical (say fall and spring) times, faculty have to work when assigned. It is here that staff flexibility enters and it is through this process that a large share of the CAS funds are generated. By having fewer faculty teaching in the spring when enrollments are down and by assigning them in the summer, overload pay normally used in the summer is banked. (In addi-

tion, some faculty who have the bulk of their teaching assignments in the fall and spring (34 weeks) but who teach less than a full load in, say, the spring term, will teach in the summer without compensation so as to teach their typical load for that calendar year. This practice also generates CAS dollars for distribution.)

This is not to say that the university is an ogre and does not consult faculty about their preferences and desires. It does and, indeed, faculty can propose a two-year contract which provides them blocks of time when the individual wants them. Moreover, faculty are encouraged to do so, although few have exercised this option as yet. However, such a request has to be approved, and it will be only if a program is not hurt by the faculty member's absence at a specified time.

Said another way, staffing flexibility was given to the institution by the vote of the faculty who in turn lost some of their personal flexibility. The latter is a serious issue in the eyes of some faculty and remains to be worked out. At this writing it is not possible to predict the magnitude of the discontent or the kinds of solutions that will emerge.

Staff flexibility has also come about from the way tenure decisions are now being made and by the way staff vacancies are filled. Worried about a high percentage of its faculty on tenure and desperately wanting to avoid ever again

laying off tenured faculty, UW-O has become stringent in awarding tenured status to individuals. When a person is let go rather than receiving tenure and yet staff are needed in the teaching area, now vacancies are most likely to be filled with part-time faculty or by individuals on "one-year-only" contracts. Both of these procedures have increased the institution's flexibility and indeed are the principal reasons for the financial stability that now exists. From a teaching staff perspective, the administration has increased its flexibility appreciably and can adjust to enrollment shifts much more readily than it could in the past.

To what degree is the calendar reform the cause? Limiting promotions and going to part-time and "one-year-only" academics clearly are options unrelated to the innovation. On the other side, the year-round time periods are a part of the calendar, and so is CAS which, in turn, leads to FD, which is the first kind of staff flexibility talked about above. So cause and effect are really impossible to separate here, as are the gains and losses one makes when comparing the achievement of personal desires which sometimes come in conflict with institutional goals.

5. Increase Faculty Research Output

Tables 16, 17, and 18 in Appendix D of the Internal Evaluation of UW-O's New Calendar (Cox Report) provide data, respectively, on student credit hour production (SCH).

faculty development activities, and dollar grants to the university. The data, however, are mixed and not really appropriate. For example, while there has been a (collective) increase in faculty research proposals submitted, there has been a drop in number of curricular development proposals. Also, the increase in external grant money received is in part related to the calendar, i.e., some funds are specifically for calendar related activities--the Lilly grant, etc., but does not directly alter UW-O faculty productivity (e.g., this FIPSE grant).

What is needed is a random sample of 100 faculty and an examination of their work activity in 1974 vs. 1976. Even then, were published articles to be the measure of productivity (and this is a measure used in most faculty studies), it would be unrealistic to expect an appreciable change in this time span. As research in the social science area has shown, there is an average 50-month lapse between an idea and its appearance in a scholarly journal. (Article acceptance, or even submissions, could be used as an intermediate measure.) It really will be another two years before the calendar impact on faculty scholarly activity can be ascertained with an adequate degree of validity.

6. Improve Student Performance

If student performance and student learning can be equated, we saw above that changed time-frames and instruc-

tional methods had little impact on outcomes. (See IV-B and Appendix C-6.) On the other hand, if student performance implies something more than scores on examinations and grades in courses, then the issue is more complex, the evidence is less direct, and the likelihood of immediate answers more remote.

Student performance can mean individual growth on vectors other than in the intellectual and skill domains. Planning one's education, being responsible for meeting requirements, trying new ways of learning and fulfilling obligations, integrating work with study, and relating practice to theory are other dimensions of student performance.

As of now, only two years of new options have been available to students and that is too short a time span to note consequences of these kinds. What can be observed, however, is that students are exercising many of the new options open to them and apparently liking the flexibility the new calendar provides. Their motives may not always be the noble ones many faculty cherish--like "never dropping my course at the last moment, or taking mine in a 3-week slot so as to get it over in the least amount of time because I don't like the subject." However, it seems to us that a university which maximizes student choice, including the opportunity to make poor decisions, is aiding student growth and development and will simultaneously improve student performance (when inter-

preted on a broad scale).

At the same time, if UW-O is as serious about the importance of this goal as it says it is, then it is time for the university to launch some systematic, ongoing, studies to ascertain degrees of success. Right now the goal of improved student performance is reported to be a regular topic of discussion among the vice-chancellor and deans and the university's principal policy committee of faculty and administrators (CAA). However, plans and their implementation are yet to be put into action. This goal provides an ideal opportunity for the academic and student areas to meet and design ways to assess the degree of its accomplishment. We urge the university to hasten their activity here, to conduct evaluations, and to make their findings known to the larger higher education community.

7. Increase Curricular Innovation

As was detailed at some length in Section IV-C above (Impact on Faculty), the Faculty Development Board received many curricular proposals. Also, the number of courses made available in the media center increased appreciably. In addition, many 3-week and some 7-week courses were new creations and not just the repackaging of the old into a more compressed block of time. In all of these ways this goal has been met.

Naturally faculty were engaged in curricular revision and in working in PSI (the 4-M program, for example) before the innovation as well as after it. We did not try to quantify the rate of such changes nor obtain before and after data, even if it were possible to do so. (It might be, but serious objections could be raised as to whether the invented measures dealt with the essence of innovation.) Rather, our evaluation here rests on faculty testimony and administrator comment. In both cases there is high consensus that this goal has been achieved and that the calendar reform played a principal (if not exclusive) role in bringing about the increase in curricular innovation.

At the same time, since we believe that the successful recruitment of nontraditional students (UW-O's highest priority goal) will call for new courses and new programs not now being offered by the university, there remains much to be done in the way of curricular innovation.

8. Change UW-O Image

As was seen in the student and high school counselor survey (Section IV-A-2), as yet the calendar reform had done little to change UW-O's image. The two surveys conducted by students in the College of Business Administration corroborate this conclusion. (See Appendix C-7 for the Tables in these studies.) At the same time, what the latter surveys reveal is that the image within the city of Oshkosh is not

as negative as many on campus seem to think that it is.

Still, there is confusion, internally as well as externally. Administrators and faculty, especially the latter, have had a (largely undeserved) negative self-image for so long that the personal potential the innovation has released understandably has taken many different forms and often tends to flounder rather than to coalesce. A long standing distrust of administration has not been fully erased by the new leadership, despite much more faculty involvement on policy setting bodies and greatly increased sharing of administrative data (budgets, for example).

That there remains unclarity about UW-O's mission--and hence its image--must be frustrating to the chancellor and his staff for the number of documents and speeches made the past three years just on this topic could hardly be matched anywhere else. The message here is that the top administration will have to continue on this as yet incompleted task. It is a long and slow process to change an image, especially one that corresponds to reality and which had been so negative for so many years.

VI. SUMMARY AND IMPLICATIONS

Ideas have consequences. The innovation to restructure time at UW-O testifies to this truism.

Without doubt the most striking consequence of the innovation was the increase in the activity level, in the energy expended by faculty, administrators, and staff. (We are not sure that the same claim can be made with regard to students although it appears as if this could be true for them as well, at least in the short calendar periods.) At first glance such an assertion, while important, is not very earth-shattering. On closer inspection, it is, though, for we are talking about having brought about a change not just in the distribution of time but in the total intensity of effort per unit of time. What makes this outcome all the more striking is the fact that this intensity increase has taken place within an occupational group that is already putting in more hours per week than any other professional group and within a profession whose number one complaint and source of stress is that they do not have enough time to accomplish what they have set as goals.

To repeat, the UW-O innovation more than restructured time; it increased the activity level. Here is clearly a case of heightened professional activity as a consequence of the repackaging of a fixed and finite number of hours.

This is not to say that UW-O had a lazy faculty, staff, and administration before the innovation, nor that it had a comfortable one. There was activity--mostly teaching of the same materials by the same persons and in the same ways that they had been doing for a good many years. The education was neither "bad" nor "inferior." It was typical for state U, USA, 1975.

Most faculty in most colleges and universities follow the traditional model, and they are busy. They are the ones cited above, the persons who do not have enough time to achieve their goals and the goals of the institution; they literally are putting in 55 hours per week even if they have very little in the way of scholarly output to show for this extended effort.

What UW-O's innovation triggered was the necessity of rethinking courses in order to deliver them in different time-frames or by different means (PSI). The calendar reform also tempted faculty to compete for additional compensation (CAS) for working on a curricular problem or on a research project, two kinds of activities they desired to do but too infrequently accomplished because of a lack of time and support. Furthermore, through the Faculty College, professors were exposed to new ideas and techniques that would also require time to master if they were to adopt or incorporate them into their way of life. Faculty College ideas led to curricular revisions and to research, additions to a lifestyle that was already fully demanding. The only way new activities could be assimilated into a day that was already full was to increase the pace, to raise the level of intensity.

Increased faculty action is the single major consequence of UW-O's innovation.

Increasing the pace has had both positive and negative consequences. In our view, the former outnumber the latter in importance, and by an appreciable degree. Calendar reform has been a healthy innovation. A fairly complacent and traditional faculty has been tripped into action. Spurred by administrative leaders, faculty are now rethinking curricular and peda-

gogical matters, and this is good--for all of the obvious reasons. The calendar change alone required this activity on their part. A professor might not have had to strain a great deal to reduce her or his course from 17 to 14 weeks (although our interviews show the agony was appreciable for a surprisingly large number), or to teach the same material at twice the pace in a 7-week block (although an even larger number of faculty say this cannot be done). But to take the typical semester offering and package it for a 3-week stint required major reflection and creation. What are the aims of this course, really? Who needs to do what to accomplish them? A whole host of basic philosophical and psychological questions had to be asked and answered. As we said, these are important and good activities for faculty to be engaged in at regular intervals. It has been too long for too many at Oshkosh (and, of course, at many colleges and universities) since they had.

The Faculty College (made possible by the 3-week blocks that were created when the "normal" semester was changed from 17 to 14 weeks) provided the opportunity to transmit new knowledge and tec-niques to a faculty who needed assistance with their problems--e.g., in how to convert a course to programmed instruction, or on how one area of knowledge can be integrated with another for a cross-disciplinary course. The Faculty College, then, is the second major positive benefit that emerged from the innovation. Faculty development has not been just the catch word of the day but has been built into the ongoing operation of UW-O.

CAS is third of the three outstanding consequences of the restructuring of time. It is a carrot, to be sure, but it is much more than a financial reward. Well over three-fourths of the faculty have interacted with the

Faculty Development Board, the new organization which was created to oversee the $200,000 per year fund for compensating faculty for curricular and scholarly activity. Because the Board is a part of the assistant vice-chancellor's and vice-chancellor's offices, those two individuals have an impact on the direction curricular revisions should take.

What has happened is that a healthy professionalism has been introduced to a large number of faculty who worked in a university but still lived the lives of a teachers college professor. Now there is competition for awards. Peer review has been introduced. Meritocratic principles (in contrast to time on the job) prevail. We judge this consequence to be good (and necessary if the institution is to reverse its predicted slow but steady enrollment decline).

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Such a major revision touching as many people and offices as did this calendar change is bound to have had some negative consequences as well. Some were predictable and have been acted upon; others were unintended (but, from hindsight, also were predictable); and still others are yet to appear or are still unpredictable in their long-run effects.

For example, the magnitude of the change and the permutations of scheduling possibilities caused a great deal of confusion. Misinformation substituted for no information, and policies could not always be made in time for needed decisions. Students and faculty have suffered from errors of confusion. These are lessening, however, as practices become known and as manuals are prepared and distributed. There are still gray areas and no

doubt some more surprises are yet to surface. The faculty vote to continue the innovation has introduced some new variations and there will be confusion during the transition from the original innovation to what emerges as a legitimate modification. For the most part, however, complexities are solvable problems and not a long-range serious consequence of the innovation.

In the way of unexpected consequences, CAS provides an interesting example. Some faculty were periodically changing their courses, initiating new curricula, converting to media instructional techniques, and the like, as a normal part of their academic life. Such projects faculty did during the regular academic year, or over the summer on their own time. Now they can apply for financial support (up to 15 per cent of their base pay) for doing exactly the same things for which they formerly received no extra compensation. But now, to the surprise of leaders, some faculty who apply for CAS but fail to win an award from the Board are not undertaking their projects. "If others can get paid for doing what they would not have done, why should I do for nothing what I would have done?" is the question they pose. Right now there is not a very good answer to the question. One aspect of the professional faculty member has been tempted by the institutional reward system, certainly not an intended consequence of the champions of the innovation.

Another unexpected consequence was the degree of power which came into the hands of two offices that ordinarily are seen as support services rather than as policy setters and/or makers of academic decisions. The Registrar's Office and the Computing Center have become disproportionately crucial, and hence powerful, in the successful running of the calendar reform. Continu-

ous registration, drops and adds, scheduling, especially in the shorter time blocks, dealing with incomplete grades, providing data for bookstore orders--is a host of ways the Registrar's Office has a significant effect on how the innovation works. While it technically does not set academic policy, the manner in which it implements policy becomes so critical to student careers and institutional practices that in effect the Office determines academic practice.

The Computer Center has come upon its enhanced power because of the high demands placed upon it for service. Many of these demands were generated by the calendar reform (and to some degree by the accompanying planning process). Now a Computer Services Committee hears petitions for services (new programs, for example) because the line is long. Even when the Committee sets priorities (and here is a source of power), a 90-day period exists for their completion or else a candidate has to go through the entire application process again. In one respect having a committee rather than a single individual make priority decisions protects against a "favoritism" practice. In another respect collective power can be even more domineering and dysfunctional. Some offices have been waiting a long time for a service they believe they need.

Another unintended consequence of the innovation has been the physiological and psychological exhaustion it has created for some faculty and staff. Everyone reported an increased workload, and an increase in staff has not accompanied this energy drain. Even the leading innovators on the faculty and staff--the problem solvers who are challenged by confusion--can exhaust themselves and show the strains of a greatly heightened activity

level. There is no systematic evidence to support this fear, but its truth must be a matter of concern for those engaged in the management of human beings.

And then there were those who were adamantly opposed to the innovation, some on the basis of principle and others who oppose any change, especially when it is as closely identified with the central administration as this change was. Their frustration level rises. Their energy level also rises, but it is directed towards subversion of rather than to the attainment of the innovation's goals.

Unfortunately, there are those who lack the talents needed to meet the occasion. In one way, the faculty development aspect of the innovation was meant for them, but it is highly unlikely that they will ever participate. As a consequence, their inabilities are highlighted rather than kept in the shadows. The potential psychological harm for them could be serious.

* * * * * * * * * * *

Finally, there is a tendency for any innovation to regress towards the old, back to the way things were. Should that happen at UW-O, the consequences could be devastating. Already we have seen a diminution of the 7-week course offerings. Yet it was precisely this feature (along with the 3-week courses) that was to be attractive to the nontraditional student. UW-O's own forecasts demonstrate the sharp decline of 18-year-olds in the future. As discussed above, if they are not replaced by older students, the overall enrollment decline will begin again. So far, attracting new students--this highest priority goal--has received inadequate attention. Now that the innovation is functioning within the institution and the faculty

have voted to continue it, it is absolutely essential that a crash effort be made in this area. Simply having a calendar will not bring in new students. In fact, it is more probable that in order to enroll these new clients faculty will have to leave the campus and offerings be taken to where non-traditional students are.

Goal accomplishment will also depend upon some other internal dynamics. Chief among these are the status and functioning of the faculty. While they now have positions on key institutional committees, as a collective they are about as ineffective as they were before the administrative change and the adoption of the innovation. While the Executive Committee of the Senate meets regularly with the chancellor, the Senate itself is not seen as an influential body by most faculty. Indeed, the Senate's leadership rarely includes those we judge to be the most able faculty, a clear sign that faculty strength remains weak.*

In addition to the absence of a faculty oligarchy, a leadership group often requisite for university-wide goal accomplishment, we noted several faculty commenting negatively on what constitutes an individual's successful academic career at UW-O. Of course good teachers could continue to teach and be rewarded by student appreciation. But it seemed to many faculty that the professors who rose to prominent positions found themselves pulled into administrative offices and away from faculty leadership roles. Perhaps the innovation and its support for faculty development along a number of dimen-

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* As a consequence, small faculty groups vie for power, especially as representatives of what they see as inevitable, namely, a faculty union.

sions--creative work, say--will produce the corps of faculty leadership UW-O needs.

Lastly, UW-O will not become known as a University of Alternatives simply by announcing this claim. There is going to have to be a massive courting of the town by the gown if support and participation are to take place. Top administrative personnel are going to have to direct their energy to this task if the innovation is to accomplish this important goal of a changed image. These activities cannot be delegated.

* * * * * * * * * * *

Returning to where we entered the case, namely, as students of higher education, we not only have had the pleasure of witnessing a massive reformation in an entire, large institution but we also see exciting possibilities on the horizon. We hope that if not we, then at least others, will have the opportunity to observe and evaluate UW-O over the next half-dozen years. Its contribution to higher education in general--to say nothing of its already appreciable impact on its immediate environment--can be most important and needs to be reported.

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A P P E N D I X A

FIPSE PROPOSAL -- ABSTRACT

ABSTRACT

Problem Background. Like many institutions of higher education, UWO has experienced a significant decline in the traditional 18 year-old enrollment state budget allocations, faculty positions and even public support since 1971. To counter these trends, the University proposed a new calendar plan in Summer, 1975 which would meet, in a distinctive way, the needs of present and projected university constituencies. The Calendar itself combines a traditional two semester system of 17 weeks each and an 8 week summer session, with an alternative calendar which divides the fall and spring semester each into three module of 7-7-3 weeks and a summer semester into two 4 week modules. The purposes of the two year Calendar experiment (1975-1977) are to encourage curricular innovation, foster faculty development, attract non-traditional learners, and increase student accessibility. The Calendar is the major structural component providing support for a new mission at UWO as a University of Alternatives.

Problem. Although the University has already made a significant effort to design and partially implement an evaluation system, there is a crucial need to employ extra-institutional experts in evaluation to fully explore the multi-faceted dimensions of the new Calendar. This is an extremely important task since the institution has made a significant departure from conventional higher education models and needs the most complete data obtainable to make decisions about which features should be retained, revised or eliminated. By supporting the concept of a comprehensive evaluation system by external evaluators, the University as well as other institutions will gain a great deal of insight into strengths, weaknesses, and potentials of the new Oshkosh Calendar.

General Objectives:

1. *To assess changes in campus activities, climate, and attitudes of students, faculty, administrators, and the Oshkosh community as a result of Calendar implementation.*

3. *To measure student and faculty attitudes toward unique instructional formats, teaching strategies, auto-technologies, and calendar time periods.*
3. *To evaluate student performance in courses with various instructional formats, teaching strategies and auto-technologies.*
4. *To evaluate the effectiveness of Calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, "drop-in" - "drop-out" students, ethnic minorities, veterans, etc.*
5. *To assess the affective responses of faculty to the faculty development program which involves compensation for additional service for curriculum development, research opportunities, and in-service training.*

Description of Proposed Activities: A comprehensive evaluation requires that many aspects of the project be reviewed and assessed. An existing university team of evaluators will continue to administer and collect data by locally developed instruments, as well as process standardized instrument results. An extra-institutional team of experts in evaluation, headed by a national scholar, will develop additional instruments to measure the new Calendar's effectiveness, analyze and interpret all existing evaluation results as well as write research reports for scholarly journals and professional association meetings.

An Educational-Cultural Impact field study will be conducted by a cultural anthropologist or social psychologist to determine the impact of the Calendar on particular interest groups, the institution and the local community.

Nationally normed Institutional Goals Inventory and Institutional Functioning Inventory will be administered to determine changes in student, faculty, and administrator perceptions of institutional goals and operations. A locally constructed Attitude Survey will be administered to these same groups to ascertain the effects of Calendar reform upon specific institutional policies and practices. Additional "mini-questionnaires" will be developed to provide immediate feedback from affected students and faculty on Calendar related innovations so that program alterations may be made.

A P P E N D I X B

CONTRACT -- UW-O AND B & P HIGHER EDUCATION ASSOCIATES

CHARGE TO THE FIPSE CALENDAR EVALUATION TEAM

This agreement between the University of Wisconsin-Oshkosh and the B & P Higher Education Associates establishes the broad charge to the FIPSE Calendar Evaluation Team. The Team will consist of a senior national scholar (Dr. Robert Blackburn, Professor, Center for the Study of Higher Education, University of Michigan) and two doctoral students (Center for the Study of Higher Education, University of Michigan), one of whom will have a concentration area in institutional research and the other a concentration area in social psychology or cultural anthropology.

In fulfillment of this charge, the Evaluation Team will directly coordinate all evaluation activities with the FIPSE Grant Director (Dr. W. Sam Adams) and the Lily Foundation Grant Director (Dr. William Mahler). It is understood that all data derived from interviews and other sources of evaluation which involve individual responses will be confidential and the sole property of the FIPSE Evaluation Team. It is further understood that the final FIPSE Evaluation Team report will be submitted to the UWO FIPSE Grant Director by August 15, 1977, who in turn will forward this report, in its entirety and without revision, to the FIPSE Office, H.E.W. by August 31, 1977. At least one copy of the FIPSE Evaluation Team report will be retained in the UWO Polk Library Reserve Room for public review.

It will be the responsibility of the senior scholar to:

1. Design a comprehensive evaluation scheme for measuring the objective and subjective effects of the UWO Calendar on students, faculty, administrators, and the Oshkosh community.

2. Study several components of the Oshkosh Calendar to determine the relative cost of implementing these selected components.

3. Supervise and coordinate evaluation methods, instrument design, data interpretation, and research reports produced by two University of Michigan, Center for the Study of Higher Education, doctoral students.

4. Prepare the final report evaluating the UWO Calendar.

5. Prepare research articles for submission to scholarly journals.

It will be the responsibility of a doctoral student, with an emphasis in institutional research to:

1. Analyze existing data available from the Calendar Evaluation instruments.

2. Construct or modify existing objective instruments to assess calendar effectiveness.

3. Design computer programs to facilitate data analysis of these instruments (#2 above).

4. Draw a sample of class sections and a sample of students to assess effectiveness of new instructional techniques and delivery systems on student achievement.

5. Fulfill other requirements assigned by the senior scholar.

It will be the responsibility of a doctoral student, with an emphasis in social psychology or cultural anthropology, to:

1. Analyze existing calendar evaluation data on student, faculty, and administrator attitudes.

2. Construct subjective instruments and conduct interviews and field operations as needed to assess student, faculty, administrators, and community attitudes on calendar reform.

3. Collect and analyze data derived from these instruments and interviews (#2 above).

4. Fulfill other requirements assigned by the senior scholar.

APPENDIX C-1

GOAL MATRIX

October 11, 1976

TO: Representatives of UW-O Constituencies

FROM: Calendar Evaluation Project (Ellen Armstrong, Bob Blackburn, Marie Dykes)

SUBJECT: A Matrix on Institutional Goals

Attached is our first request of you. We will report the results of this survey as quickly as we can analyze your responses.

Instructions:
Down the left hand margin are twenty-four GOAL (AIMS/PURPOSES) statements related to the UW-O Calendar Plan. These statements have been taken from various documents and inferred from conversations with individuals on campus. They are not necessarily the original aims of the calendar revision, but each appears to be of high priority to at least one constituency of the university at this time.

Across the top are thirty-~~six~~ eight different, identifiable CONSTITUENCIES who have a relationship to each of the GOALS. In some instances, a constituency may consist of but a single individual (e.g., the chancellor) and in other cases a constituency may consist of such a large number that a homogeneity of views simply does not exist (e.g., graduate students). In the latter case, however, there can be thought to be a "typical" or "modal" view for that CONSTITUENCY and that is what we wish to have you use as the referent for that group.

Steps for Completion of Form:
1) Rank order from one (1) to one hundred (100) the twenty-four (24) goals in your constituency column. One (1) means the very highest priority; any number between one (1) and ten (10) would indicate high importance. One hundred (100) is the lowest priority; any number between ninety (90) and one hundred (100) would signify low importance. The moderate importance numbers are in the range of forty (40) to sixty (60).
2) Use only one number once!
3) An "X" has been placed randomly in other constituencies' columns we would like you to respond to. Please complete these columns in the same manner you did those of your own constituency. Even when you think two goals have about equal priority for a particular constituency, one goal must receive a higher number than the other. This entails, then, a ranking of goals and you are indicating your beliefs for each of the constituencies noted.

By way of illustration, we have entered what a Director of Admissions might have marked for himself. Note that he has thought most goals important (most all of his ratings are under 25) and only a few of moderate importance and only one of low value. Note that while he has used all of the numbers from 1 through 15, he correctly has not used any number twice. He would complete this instrument by filling in ratings for other constituencies as indicated ("X") on the basis of how he believes that individual will respond.

Finally, if you feel either a GOAL and/or a CONSTITUENCY of some importance has been left out, please write them in and assign them a rating in accordance with the directions just given.

Sign your name and constituency on the matrix and return to Calendar Evaluation Project, Testing Center, UW-O.

Thank you.

UW-O
CALENDAR GOALS
(AIMS/PURPOSES)
MATRIX

Last Name, First

(Constituency)

GOALS	CONSTITUENCIES: Chancellor	Vice Chancellor	Ass't Chan.- Admin. Programs	Ass't Chan.- Student Programs	Ass't Chan.- Univ. Relations	Ass't Vice Chan.- Acad. Development	Ass't Vice Chan.- Acad. Systems	Ass't Vice Chan.- Continuing Ed.	Ass't to the Vice Chancellor	Director - University Budget	Affirmative Action Officer	Director - Institutional Research	Director - Planning	Dean - Business Administration	Dean - Education	Dean - Letters and Science	Dean - Nursing	Dean - Graduate School	Dean - Library & Learning Resources		EXAMPLE-Director of Admissions
Give UW-O a distinct mission--a University of Alternatives																					3
Increase enrollment																					1
Attract "new" (non-traditional, older, part-time learners, etc.) students																					2
Achieve fiscal stability																					8
Improve campus morale																					28
Enhance staff flexibility																					50
Increase external resources																					5
Allow faculty development																					20
Prevent faculty lay-offs																					18
Increase faculty research output																					30
Stimulate interdisciplinary activity																					10
Increase faculty participation in governance																					55
Provide professional security																					9
Improve planning																					17
Serve as a model for other colleges and universities																					25
Provide more efficient use of facilities																					15
Improve student performance, (e.g., learning)																					13
Give program flexibility																					7
Increase curricular innovations																					6
Development of instructional techniques																					11
Reduce time for a degree																					95
Improve the quality of education																					4
Improve the public image of UW-O																					12
Increase community involvement and interaction																					14

UW-O
CALENDAR GOALS
(AIMS/PURPOSES)
MATRIX

Last Name, First

(Constituency)

GOALS	Business Admin. Faculty Member	Letters & Science Faculty Member	Education Faculty Member	Nursing Faculty Member	President Faculty Senate	President AAUP	President TAUMF	President WEAC	President OSA	Graduate Student	Editor Advance Titan	Black Student Assoc. Member	Chicano Student Assoc. Member	Native American Assoc. Member	President Oshkosh Common Council	Sr. Vice Pres. UW System-Academic	Chr. of Ed. Committee-Board of Regents	President Alumni Assoc.	Chairperson, Council of State University Chancellors		EXAMPLE-Director of Admissions
CONSTITUENCIES																					
Give UW-O a distinct mission--a University of Alternatives																					3
Increase enrollment																					1
Attract "new (non-traditional, older, part-time learners, etc.) students																					2
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Serve as a model for other colleges and universities																					25
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Give program flexibility																					7
Increase curricular innovations																					6
Development of instructional techniques																					11
Reduced time for a degree																					95
Improve the quality of education																					4
Improve the public image of UW-O																					12
Increase community involvement and interaction																					14

APPENDIX C-2

FACULTY

I.D.#_____

DATE_____

MICHIGAN EVALUATION PROJECT

FACULTY INTERVIEW

I am a member of the Michigan Evaluation Project Team conducting the outside evaluation of the new UWO academic calendar. In this interview we are interested in determining the impact that the restructured time options of the new calendar have had on you as a faculty member. Some of the questions are factual while others ask for your personal perceptions and opinions. Your responses will be kept anonymous and no individual names will ever be used in the reporting of our data. Identification numbers on the questionnaires are for coding and grouping responses. We hope that you will speak freely and frankly.

This interview will take approximately one hour. At the end of the interview I will leave you with a short questionnaire to return to me in a self-addressed envelope.

Do you have any questions?

---

1. Did you apply for Compensation for Additional Service (CAS) under the faculty development program? Yes_____ No_____

   a. If so, which programs?

      Research_____ Curr_____ Needs_____

      Faculty College_____ Travel_____

      Other, please specify

   b. What or who influenced your decision to apply (or not to apply)?
      _____Personal _____Professional _____Organization Factors (Dept, College, Admin)

   c. What problems did you encounter?

   d. What benefits resulted?

I.D.#_____

2. Did you offer a 7 or 3 week course? Yes _____ No _____

   a. What or who influenced your decision to offer (or not to offer)?

      _____Personal
      _____Professional
      _____Students
      _____Organization factors (e.g. SCH, Dept, Admin, etc.)
      _____Course content

   b. What problems did you encounter?

   c. What benefits resulted?

3. Was your academic schedule altered in any way under the options of the revised calendar?

   a. If so, in what way?

   b. Did you initiate the schedule?

   c. How was the arrangement satisfactory to you? Unsatisfactory?

I.D.#_____

4. What is the greatest difference the calendar revision options have made in terms of the university?

   a. Your department (unit or divison, as appropriate)?

   b. Your college?

   c. The university?

   _____Flexibility _____Time _____Workload _____Stimulated Faculty

   _____Additional Salary Support _____Competition

5. What do you think was the major factor influencing the faculty vote for calendar revision in 1974?

   _____Enrollment threats _____Layoffs, security

   _____Chancellor _____Educational Value

I.D.#_____

6. What role did the faculty play in the decision making about the restructured time options of the new calendar?

   What role did you play?

7. Were there any unanticipated consequences or side effects due to the restructured time options?

   a. What were they?

   b. How did they affect you?

   c. What was done about them?

I.D.#_____

8. What are the incentives for participating in the new options under the revised calendar?

_____SCH for dept
_____Recruitment
_____Protect positions
_____Seed money for external grants
_____Time flexibility
_____Personal growth
_____Salary
_____↑ Professional competence
_____Support for active faculty

9. What impact do you think the restructured time options has had on the students? What evidence do you have?

_____Learn less
_____Poorer students
_____Schedule Flexibility
_____↓ Quality
_____Free 3 weeks

I.D.#_____

10. What types of factors influence faculty rewards (such as merit increases, tenure, promotion, etc) at Oshkosh?

_____Research, scholarship _____Committee work

_____Service to dept _____Conformity

_____Teaching _____Ability to ↑ SCH

_____National Reputation _____Students

_____Discipline

11. What kind of influence do you feel you have in your department (unit or program)?

a. In your college?

b. In the university?

I.D.#_____

12. What is the major satisfaction in work at Oshkosh?

What is the major dissatisfaction in work at Oshkosh?

Satisfactions	Dissatisfactions
_____Teaching	_____No support for research
_____Research	_____Powerlessness
_____Service	_____Paperwork
_____Academic Freedom	_____Students
_____Students	_____Teaching emphasis
_____Colleagues	_____Research emphasis
_____Geography	_____Reputation
_____Workload	_____Atmosphere
_____Salary	_____Uncertainty
	_____Inadequate tenure/promotion criteria
	_____Salary
	_____Resources

13. What do you see as the distinctive role that UWO plays in higher education?

I.D.#_____

14. What kinds of pressure do faculty feel most around Oskosh?

_____Uncertainty, insecurity
_____Time
_____Pressure to innovate
_____Job security
_____Enrollment
_____Workload
_____Conflict and competition
_____Social pressure
_____Publish
_____Meeting criteria for merit, tenure, promotion, etc.
_____Lack of faculty power
_____Administration, Leadership unclarity
_____Quality
_____Lack of autonomy
_____Retirement security

15. What do you perceive to be the greatest threat to the university in the near future?
To your department (Unit, program, or college)?
To you?

_____Tenure
_____Accountability demands
_____Money
_____Unionization
_____Elimination of programs
_____Changing criteria for excellence
_____Declining enrollments
_____Increased number of administrators

I.D.#_____

16. What is the general feeling of faculty regarding the leadership style of the Chancellor and his staff?

17. In summary, what do you see as the two greatest strengths and two greatest weaknesses of the restructured time options of the new calendar?

I.D. #_____

MICHIGAN EVALUATION PROJECT

FACULTY QUESTIONNAIRE

A. Following are a number of statements about various aspects of the restructured time options under the new calendar. Please indicate the extent to which you agree or disagree with each of these statements by placing a check in the appropriate column:

	Strongly Agree	Agree with Somewhat	Disagree with Somewhat	Strongl Disagre
1. The idea of a "Faculty College" where the faculty take courses to update their professional competency, learn about new instructional technology and broaden their general education experiences is sound.	_____	_____	_____	_____
2. The availability of the CAS funds will allow faculty to grow in professional vitality.	_____	_____	_____	_____
3. The modular calendar is encouraging the planning and development of innovative programs.	_____	_____	_____	_____
4. The idea of an "off-campus" program where faculty receive CAS funds for tuition and travel to support professional development activities is a sound one.	_____	_____	_____	_____
5. There will be an increased effectiveness of instruction as a result of recent faculty development activities and programs brought into being through calendar reform.	_____	_____	_____	_____
6. There is a greater variety of educational approaches which emphasize individual needs and learning styles being developed now at UW-O.	_____	_____	_____	_____
7. The new calendar increases the efficiency with which faculty organize their professional time.	_____	_____	_____	_____

I.D.#_____

B. Please indicate which of the following activities you have participated in since Fall 1975 (mark all that apply).

____ 8. Offered a 7-week course.
____ 9. Offered a 3-week course.
____ 10. Offered a 14-week course.
____ 11. Used PSI or auto-tutorial.
____ 12. Organized or led a Faculty College session.
____ 13. Attended a Faculty College session.
____ 14. Applied for a curriculum development award.
____ 15. Applied for a research award.
____ 16. Received CAS under the Faculty Development Program.
____ 17. Applied for extramural funding.
____ 18. Participated in an interdisciplinary course.
____ 19. Taught an inlead summer session.

C. Listed below are a number of examples of things that some professors consider pressures of their jobs. Please go over this list and rate each item on the degree to which it is a source of pressure in your work.

ONE CHECK FOR EACH STATEMENT

	Sources of Pressure in My Work			
	Great source	Somewhat a source	Hardly a source	Not a source
20. Overwhelming work load. Too many things need to be done.				
21. The desire to succeed.				
22. Not measuring up to the demands of the job, lack of training or knowledge, or talent.				
23. Responsibility for and control of people's futures.				
24. Competition to keep up with my colleagues.				
25. Not enough time to think and contemplate.				
26. The feeling of never having any time.				
27. The "publish or perish" race.				
28. Not being able to allocate my time and resources as I wish to.				
29. The job interferes with family life.				

I.D. #_____

D. On the next page is a list of some university support services. For each area, please indicate your assessment of these services by circling the appropriate response to each of the following questions:

Column A: How frequent is your contact with each area?

Column B: What is the quality of your experience with it? (That is, how satisfied are you with the service it offers?)

Column C: Has your satisfaction with the area changed since the restructuring?

NOTE: For areas you mark "L" in Column A, do not mark a response in Columns B and C.

I.D. #_____

	A How frequent is your contact with this area? VF = Very frequent AL = A lot S = Some SL = Slight L = Little or none	B How would you rate the quality of your experience with it? VS = Very Satisfied S = Somewhat satisfied N = Neutral SD = Somewhat dissatisfied VD = Very dissatisfied	C Has your satisfaction with it changed since restructuring? MS = More satisfied NC = About the same OR No change LS = Less satisfied
a. Admissions -- Division of New Students	VF AL S SL L	VS S N SD VD	MS NC LS
b. Registration Office	VF AL S SL L	VS S N SD VD	MS NC LS
c. Financial Aid Office	VF AL S SL L	VS S N SD VD	MS NC LS
d. Central Advising Office	VF AL S SL L	VS S N SD VD	MS NC LS
e. Veterans Office	VF AL S SL L	VS S N SD VD	MS NC LS
f. Library	VF AL S SL L	VS S N SD VD	MS NC LS
g. Media Services	VF AL S SL L	VS S N SD VD	MS NC LS
h. Computer Services	VF AL S SL L	VS S N SD VD	MS NC LS
i. Health Services &Counseling	VF AL S SL L	VS S N SD VD	MS NC LS
j. Reading & Development Center	VF AL S SL L	VS S N SD VD	MS NC LS
k. Testing & Evaluation Service	VF AL S SL L	VS S N SD VD	MS NC LS
l. Faculty Research Board	VF AL S SL L	VS S N SD VD	MS NC LS
m. Placement &Career Planning	VF AL S SL L	VS S N SD VD	MS NC LS
n. Bookstore	VF AL S SL L	VS S N SD VD	MS NC LS

E. BACKGROUND AND GENERAL INFORMATION

Please circle the number of the most suitable option.

30. What is your present rank?

1. Instructor
2. Assistant Professor
3. Associate Professor
4. Professor
5. Other, please specify _____

31. What kind of appointment do you have?

1. Full-time with tenure
2. Full-time without tenure
3. Part-time with tenure
4. Part-time without tenure
5. Other, please specify _____

32. What is your marital status?

1. Single
2. Married
3. Other

33. What is your sex?

1. Male
2. Female

34. What is your present age?

1. Under 25
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 or over

35. How long have you held an academic appointment at this institution (including this year)?

1. 1 year or less
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-14 years
6. 15-19 years
7. 20-29 years
8. 30 years or more

36. At how many different colleges or universities have you held a full-time academic appointment (beyond the level of teaching or research assistant)?

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven or more

37. What is the highest degree you hold?

1. Undergraduate, Bachelor or less
2. Masters
3. Ph.D.
4. Ed.D.
5. Other, please specify _____

I.D.#_____

38. To how many academic or professional journals do you subscribe?

1. None
2. 1-2
3. 3-4
4. 5-10
5. 11-20
6. More than 20

39. Have you attended any national meetings of professional associations within the past three years?

1. Yes
2. No

40. On how many faculty committees--department (unit or division), college, or university--are you now a member?

1. None
2. One
3. Two
4. Three
5. Four or more

41. Do your interests lie primarily in teaching or research?

1. Very heavily in research
2. Both, but leaning to research
3. Both, leaning to teaching
4. Very heavily in teaching

42. How many articles, books, or monographs have you published in the last three years?

1. None
2. 1-2
3. 3-4
4. 5-10
5. 11-20
6. More than 20

43. In the current term what percentage of your time is actually devoted to the following activities.

____% Teaching undergraduates
____% Teaching graduate students
____% Research
____% Curriculum development
____% Administration (committee work, etc.)
____% Other, please specify _____

(Should equal 100% total, if full-time)

44. In the past 5 years, did you receive support from (mark all sources that apply)

____ Institutional or departmental funds
____ Federal agencies
____ State or local government agencies
____ Private foundations
____ Other
____ None

THANK YOU FOR YOUR TIME AND ATTENTION.

Please return to: Michigan Evaluation Project
Marie Draper Dykes
Testing Center
743 Algoma

An addressed envelope is provided for your convenience.

APPENDIX C-3

STUDENTS

TO: UW-O Students

FROM: Ellen Armstrong, Michigan Evaluation Team

SUBJECT: Calendar Evaluation

DATE: November, 1976

As you may know, two colleagues and I from the University of Michigan have undertaken to evaluate the changes that have taken place at UW-O over the past year and a half. The largest of these changes was, of course, the calendar reform, but this one was really only a part of a more general restruturing of time at UW-O, in an attempt to give everyone here more options in the way they spend their time at the university.

You the Oshkosh student are a direct beneficiary of many of the restructured time options, particularly when it comes to determining at what pace you will follow your program here and how soon you will finish. The first part of this questionnaire attempts to determine exactly how the new options affect you and what you think of them. We are interested, for example, in whether you are taking advantage of the more flexible policy for dropping courses or taking an incomplete in a course.

The second part of the questionnaire concerns the university's support systems, or those areas that do not relate directly to the transmission of knowledge, but facilitate this and try to make life easier for you while you are here. We would ultimately like to determine whether the restructured time options have helped or hindered these support areas as they attempt to serve you.

Your opinion is very important to us. Your opinions and comments will help faculty and staff correct shortcomings in the present operation of the university and give them ideas for creating new means for improving your education at UW-O. We will appreciate your quick and complete return of this questionnaire, along with any comments you care to make, in the enclosed enveloped to our office in the Testing Center (743 Algoma). You were selected at random to participate in this evaluation, and the code number on the questionnaire merely allows us to determine whether or not your questionnaire has been returned. Your answers will be kept completely confidential, and we hope that you will answer these questions freely and frankly.

If you have any questions concerning this or any other aspect of our evaluation, please feel free to contact us through Lynn Borlen at the Testing Center (4-3227). Thank you for your help and cooperation.

S.U.#_____

MICHIGAN EVALUATION PROJECT
UNIVERSITY OF WISCONSIN - OSHKOSH
STUDENT QUESTIONNAIRE

1. Have you ever enrolled in courses in any of these time blocks?

Continuous Registration	No___	Yes, one course___	Yes, more than one___
7-week	No___	Yes, one course___	Yes, more than one___
3-week	No___	Yes, one course___	Yes, more than one___
4-week summer	No___	Yes, one course___	Yes, more than one___

2. For each time block in which you have completed at least one course, rate the courses according to the following scale. If you have taken more than one course in a particular block, consider the course closest to your career interest. If you have taken courses in two or more time blocks of the same length, respond to the most recent course.

4 = very satisfied
3 = somewhat satisfied
2 = somewhat dissatisfied
1 = very dissatisfied

	7-week				3-week				4-week summer			
pacing of the course	1	2	3	4	1	2	3	4	1	2	3	4
amount of material covered	1	2	3	4	1	2	3	4	1	2	3	4
workload, assignments	1	2	3	4	1	2	3	4	1	2	3	4
my academic achievement	1	2	3	4	1	2	3	4	1	2	3	4

3. Which time block do you prefer? Place a "1" in the space by your first choice and a "2" in the space by your second choice.

14-week____ 7-week____ 3-week____ 4-week summer____
8-week summer____ Continuous registration____

I.D.#_____

4. On the next two pages is a set of instructional activities which you may have experienced in high school or previous college course work (at UW-O or elsewhere). For each item, circle the appropriate response to the following questions:

Column A: Have you participated in this experienced prior to UW-O?*
Column B: Did you expect UW-O to offer this?
Column C: Have you experienced this since coming to UW-O?
Column D: Was it a valuable learning experience at UW-O?
Column E: How important is it to you to have this experience sometime during your college career?

*NOTE: For those that you mark Y(yes), also circle HS if you had the experience in high school, and/or CU if you had the experience in another college or university.

	A: Have you participated in this prior to UW-O? in HS? in CU?		B: Did you expect UW-O to offer this?		C: Have you experienced this since coming to UW-O?		D: Was it a valuable learning experience at UW-O?		E: How important is it to you to have this experience sometime during your college career?		
	Yes	No	Yes	No	Yes	No	Yes	No	Very	Somewhat	Not at all
a. Small class in which less than 10 students were enrolled	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
b. Large class in which more than 50 students were enrolled	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
c. One-to-one contact with a teacher as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
d. Group project as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
e. Student-led discussion as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
f. Student-designed course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
g. Individual study project independent of a regular class	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N

I.D.#_____

	A Have you participated in this prior to UW-O? in HS? in CU?		B Did you expect UW-O to offer this?		C Have you experienced this since coming to UW-O?		D Was it a valuable learning experience at UW-O?		E How important is it to you to have this experience sometime during your college career?		
	Yes	No	Yes	No	Yes	No	Yes	No	Very	Somewhat	Not at all
h. Experiences in your local community as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
i. Single course involving instructors or subject materials from more than one department or class	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
j. Experience with a computer as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
k. Experience with video-tape or TV as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
l. Experience with audio tape-recording (e.g., language laboratory) as part of a course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
m. Laboratory work as part of a science course	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
n. Self-paced learning activities	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
Course in which mastery of a unit was required before you could move on to the next unit	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N

I.D.#_____

	A Have you participated in this prior to UW-O? in HS? in CU?		B Did you expect UW-O to offer this?		C Have you experienced this since coming to UW-O?		D Was it a valuable learning experience at UW-O?		E How important is it to you to have this experience sometime during your college career?		
	Yes	No	Yes	No	Yes	No	Yes	No	Very	Somewhat	Not at all
p. Course in which you were graded on a pass-fail basis	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
q. Course which took less than a full (14-week) semester to complete	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N
r. Course for which you could register anytime during a semester	Y HS CU	N	Y	N	Y	N	Y	N	V	S	N

5. INSTRUCTIONS: On this page and the next is a list of some support services of the university, that is, offices and people who are here to aid in your learning. For each area, please circle the appropriate response to the following questions. (NOTE: For any service to which you respond "N" (No contact) under Column A, omit Columns B & C and go on to the next item.)

Column A: Have you ever had contact with this support area?
Column B: How frequent is your contact with the area during a semester?
Column C: How satisfied are you with the service offered by the area?

	A Have you ever had contact with this support area?	B How frequent is your contact with the area?	C How satisfied are you with the service it offers?
	P = Prior to first enrolling at UW-O only B = Before and since enrolling S = Since enrolling only N = No contact	F = Frequent S = Some L = Little or none	V = Very satisfied S = Somewhat satisfied SD = Somewhat dissatisfied D = Very dissatisfied
a. New Students Division (Admissions)	P B S N	F S L	V S SD D

I.D.#_____

	A Have you ever had contact with this support area? P = Prior to first enrolling at UW-O only B = Before and since enrolling S = Since enrolling only N = No contact				B How frequent is your contact with the area? F = Frequent S = Some L = Little or none			C How satisfied are you with the service it offers? V = Very satisfied S = Somewhat satisfied SD = Somewhat dissatisfied D = Very dissatisfied			
b. Registration Office	P	B	S	N	F	S	L	V	S	SD	D
c. Financial Aid Office	P	B	S	N	F	S	L	V	S	SD	D
d. Housing Office	P	B	S	N	F	S	L	V	S	SD	D
e. Central Advising Office	P	B	S	N	F	S	L	V	S	SD	D
f. Veterans Office	P	B	S	N	F	S	L	V	S	SD	D
g. Library	P	B	S	N	F	S	L	V	S	SD	D
h. Media Services (AV)	P	B	S	N	F	S	L	V	S	SD	D
i. Computer Center	P	B	S	N	F	S	L	V	S	SD	D
j. Health Center	P	B	S	N	F	S	L	V	S	SD	D
k. Counseling Center	P	B	S	N	F	S	L	V	S	SD	D
l. Reading/Study Center	P	B	S	N	F	S	L	V	S	SD	D
m. Testing Center	P	B	S	N	F	S	L	V	S	SD	D
n. Placement Center	P	B	S	N	F	S	L	V	S	SD	D
o. Union Bookstore	P	B	S	N	F	S	L	V	S	SD	D

6. If you are working to help support yourself while you are a student, have the restructured time options (for example, 7-week courses) helped____ or hindered____ you in finding part-time employment?

7. How has your course load (number of credits carried) for a full 17-week semester been affected by the calendar reform? (Mark "Not applicable if you first enrolled at UW-O after June 1975.)

It has: increased____ decreased____ stayed the same____ not applicable____

I.D.#_____

8. IF YOU FIRST ENTERED UW-O AFTER THE CALENDAR REFORM WAS IMPLEMENTED (June, 1975), were you aware of the changes when you applied to UW-O?

   Yes____ No____

9. Do you presently have Incompletes in any of the following types of courses? If so, please indicate how many Incompletes you have.

Continuous registration	Yes____	No____	# of Incompletes_____
3-week courses	Yes____	No____	# of Incompletes_____
7-week courses	Yes____	No____	# of Incompletes_____
14-week courses	Yes____	No____	# of Incompletes_____
4-week summer courses	Yes____	No____	# of Incompletes_____
8-week summer courses	Yes____	No____	# of Incompletes_____

10. Are you more or less likely to take an Incomplete now than before the calendar reform? (mark "Not Applicable" if you first enrolled after June, 1975.)

    More likely____ No difference____ Less likely____ Not Applicable____

11. How many times did you drop a course or courses from your schedule this semester?

    0____ 1____ 2____ 3____ 4____ 5____ More than 5____

12. Did you subsequently add other courses to your schedule? If so, how many?

    Yes____ No____ 1____ 2____ 3____ 4____ 5____ More than 5____

13. For the last course you dropped, approximately how far along in the course were you when you dropped it?

    1/4 through_____ 1/2 through_____ 3/4 through_____

14. Are you more or less likely to change your schedule by dropping courses now than before the calendar reform? (Mark "Not Applicable" if you first enrolled after June, 1975.)

    More likely____ No difference____ Less likely____ Not Applicable____

15. Your year at UW-O: Freshman____ Sophomore____ Junior____ Senior____
    Graduate____ Special____

16. College you are enrolled in: Business____ Education____ L & S____
    Nursing____ Undecided____

17. Major field (or anticipated major field)_____

18. Age: 17____ 18____ 19____ 20____ 21____ 22____ 23-25____ 26-30____ Over 30____

I.D.#_____

19. Race: Caucasian___ Black___ Native American___ Oriental___
Spanish-American___ Other___

20. Home state: Wisconsin___ Other___

Home county, if you are a Wisconsin resident___

21. When you first enrolled at UW-O (month and year):_____

22. Have you ever attended another college or university? Yes___ No___

If so, name the institution(s)_____

23. How many credits are you registered for this semester?_____

24. How many hours per week are you employed?_____

25. What is your approximate cumulative GPA?_____

Thank you for your time and cooperation. Please return this questionnaire to:

Ellen Armstrong
Michigan Evaluation Project
Testing Center
743 Algoma Boulevard

A P P E N D I X C-4a

STAFF (DIRECTORS)

I.D.#_____

Date_____

MICHIGAN EVALUATION PROJECT

SUPPORT SERVICES INTERVIEW

I am a member of the Michigan Evaluation Project Team conducting the outside evaluation of the new UM-O academic calendar. In this interview we are interested in determining what impact the restructured time options of the new calendar have had in your area of support services. Some of these questions may ask you for a personal opinion or perception, while others will ask you to respond in your institutional role. As much as possible your responses will be kept anonymous, and your name will never be used in the reporting of our data, but the discussion of the calendar's impact on support services will of necessity involve some mention of specific offices or roles. Nevertheless, we hope that you will speak as freely and frankly as possible. The interview will take approximately one hour. Is that your expectation? Do you have any questions?

1. What was your personal involvement in the planning of the calendar reform, which led to the restructured time options?

   voting member of a committee____ ex officio member of a committee___

   advisor to the Chancellor___ none (handed a fait accompli)___

   (if none, probe for any input at all)

2a. How was your office involved in the planning?

   members of staff on committees___ office provided data to committees___

   not applicable — office new since restructuring____

b. (If the office is new following restructuring) How did your office come to be created? Where were its functions performed before?

I.D.#_____

3. Did you suggest any areas that needed to be considered (for example, problems that might arise, policies that needed to be changed, etc.)? If so, what?

4. Which policies that were revised or created by the University Calendar Coordinating Committee (UCCC) directly affect the functioning of your office?

(If respondent was a member of the committee considering these policies, go to question 5; if not, go to question 8.)

5. How did _____ (each particular policy) happen to come up (whose idea, whose question)?

I.D.#_____

6. (For each policy) Were you personally satisfied with the way the issue was resolved? Yes____ No____

7. (For each policy) Do you think the new policy is effective? Is it doing what it was supposed to do? Yes_____ No_____

8. Did you feel your office would be directly changed by the restructuring? If so, how?

9. What adjustments have been made in your office from last year to this year to make the system work better? (Not necessarily policy changes, but bugs being ironed out.)

I.D.#_____

10. Were there some general consequences of the restructuring that turned out differently than people had anticipated? If so, what?

11. Have there been any unexpected benefits to you personally, your office, or your clientele as a result of the changes?

Any unexpected problems, or problems that haven't been solved yet?

I.D.#_____

12. Using this scale (show satisfaction scale card), how would you judge the effectiveness of your office before the restructuring?

1 2 3 4

Were there practices or policies that needed change anyway? Were there any that were in the process of being changed?

13. Have there been any other changes in the way your office functions in the last two years that you feel have <u>not</u> resulted from the restructuring? If so, what?

14. Using the same satisfaction scale, how would you judge the effectiveness of your office now?

1 2 3 4

I.D.#_____

15. Can you identify one or two other administrative or support offices with which you work more closely than with others?

How has your relationship with these offices been affected by the restructuring?

16. Can you think of further modifications which could be made in the restructured time options that would enable your office to do its job better? If so, what?

17. Can you identify problem areas for which new policies have still to be developed as a result of the restructuring? If so, what?

I.D.#_____

18. You have identified
as your top-rated goal for Oshkosh. How do you see your office as helping to achieve this goal?

(If respondent did not fill out a matrix, show one.) You may have seen this matrix of goals which various people feel to be related to the calendar reform. Would you mind taking a moment to look through these and identifying the one you feel is most important for UW-O to achieve?

How do you see your office as helping to achieve this goal?

I.D.#_____

19. In summary, what do you see as the two greatest strengths of the restructured time options as they relate to the functions of your office? How about the two greatest weaknesses?

20. Finally, I'd like you to look at this list of various dimensions of your office and rate each of them on how they have changed as a result of restructuring, using the scale at the top of the page.

Respondent_____

Office_____

I.D.#_____

5 much more or greater than before the calendar reform
4 somewhat more or greater than before
3 about the same
2 somewhat less than before
1 much less than before

Administrative personnel required in your office	5	4	3	2	1
Clerical or support personnel required in your office	5	4	3	2	1
Equipment or supplies required in your office	5	4	3	2	1
Faculty contact with your office	5	4	3	2	1
Administrative contact with your office	5	4	3	2	1
Student contact with your office	5	4	3	2	1
Your time spent solving immediate problems	5	4	3	2	1
Your time spent planning ahead or anticipating problems	5	4	3	2	1
Other (please specify)_____	5	4	3	2	1

_____

Please check the area which has changed the most.

UW-O CALENDAR GOALS (AIMS/PURPOSES)

1. Give UW-O distinct mission — a University of Alternatives
2. Increase enrollment
3. Attract "new" (non-traditional, older, part-time learners, etc.) students
4. Achieve fiscal stability
5. Improve campus morale
6. Enhance staff flexibility
7. Increase external resources
8. Allow faculty development
9. Prevent faculty lay-offs
10. Increase faculty research output
11. Stimulate interdisciplinary activity
12. Increase faculty participation in governance
13. Provide professional security
14. Improve planning
15. Serve as a model for other colleges and universities
16. Provide more efficient use of facilities
17. Improve student performance (e.g., learning)
18. Give program flexibility
19. Increase curricular innovations
20. Development of instructional techniques
21. Reduced time for a degree
22. Improve the quality of education
23. Improve the public image of UW-O
24. Increase community involvement and interaction

A P P E N D I X C-4b

STAFF (OTHERS)

I.D.#_____

Date_____

MICHIGAN EVALUATION PROJECT

SUPPORT SERVICES STAFF INTERVIEW

I am a member of the Michigan Evaluation Project Team conducting the outside evaluation of the new UW-O academic calendar. In this interview we are interested in determining what impact the restructured time options of the new calendar have had in your area of support services. Some of these questions will ask you for a personal opinion or perception, while others will ask you to respond in your institutional role. As much as possible your responses will be kept anonymous, and your name will never be used in the reporting of our data, but the discussion of the calendar's impact on support services will of necessity involve some mention of specific offices or roles. Nevertheless, we hope you will speak as freely and frankly as possible. The interview will take approximately half an hour. Is that your expectation? Do you have any questions?

1. How long have you been in your present position?

   Less than one year_____ One year_____ Two years_____ More than two years_____

2. What position did you hold prior to this one?

3. How, where, and by whom was your job performed previously? (Omit this question if job and incumbent have not changed in at least three years.)

I.D.#_____

4. I'd like to ask a few questions relating to the impact of the restructured time options on your job. First of all, are you doing things differently now than you did before; that is, has the process of your job changed?

5. Are you doing different things; that is, has the content of your job changed?

6. Have there been any changes in what you do or the way you do it that you do not attribute to the restructuring?

7. Were there things that turned out differently than you had anticipated?

I.D.#_____

8. Have the effects of the restructured time options caused any problems for you and the way you do your job?

Have they brought you any unexpected benefits?

9. Do you have any suggestions for changing or improving any policies or procedures in your office to make it more effective?

10. Do you have any suggestions for modifying the restructured time options in general? If so, what?

10a. Using this scale, how satisfied are you with the job you are doing in this support area? (Show card)

1 2 3 4

I.D.#_____

11. In summary, what do you see as the two greatest strengths of the restructured time options as they related to the functions of your office? How about the two greatest weaknesses?

12. Finally, I'd like you to look at this list of various dimensions of your job and rate each of them on how they have changed as a direct result of restructuring, using the scale at the top of the page.

Respondent_____

Office_____

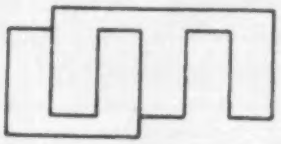
I.D.#_____

5 much more or greater than before the calendar reform
4 somewhat more or greater than before
3 about the same
2 somewhat less than before
1 much less than before

Contact with faculty	5	4	3	2	1
Contact with students	5	4	3	2	1
Contact with individual administrators	5	4	3	2	1
Contact with other administrative offices	5	4	3	2	1
Your own area of responsibility	5	4	3	2	1

A P P E N D I X C-5

HIGH SCHOOL COUNSELORS



THE UNIVERSITY OF MICHIGAN
CENTER FOR THE STUDY OF HIGHER EDUCATION
School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48109

Tel. (313) 764-9472

February 23, 1977

The University of Wisconsin-Oshkosh has received a federal grant to study the impact a new academic calendar has on the institution and the people it serves. As the principal external investigator on this project, I am concerned how people outside the university judge what is going on inside. As a person who aids potential students and who hears of the experiences of current and former students at UW-O, you are a valuable source of reliable and valid information.

That is why I write and ask you to take ten minutes to complete the enclosed brief questionnaire. The questionnaire solicits your opinions on how the changes at UW-O have affected the students you counsel. A self-addressed, stamped envelope is enclosed for your convenience. The identification number is for follow-up purposes only. You are assured complete anonymity. (Our project has been cleared by the Human Subjects Review Committees of HEW and the University of Michigan.) Your name will never be used nor will it be possible for you to be identified by UW-O or anyone else. We want you to be candid. Our report will be delivered in August, 1977, and available to everyone.

Thank you very much for your assistance.

Cordially,

Robert T. Blackburn
Professor of Higher Education

RTB/ek

P.S. Please feel free to comment on all parts of the questionnaire.

Counselor Questionnaire: UW-O Project

1. In a sentence or two, what are the principal reasons why some graduates of your school choose to attend UW-O.

_____

_____

_____

2. In a sentence or two, what are the principal reasons why some graduates of your school purposely do not go to UW-O.

_____

_____

_____

3. From what you have heard about the changes that have taken place at UW-O the past couple of years, how would you rate their overall impact on your high school students' perception of UW-O? (Circle the letter of the statement which best applies.)

   a. UW-O is viewed appreciably more favorably now than it was before the changes.

   b. UW-O is viewed somewhat more favorably now than it was before the changes.

   c. UW-O is viewed about the same now as it was before the changes.

   d. UW-O is viewed somewhat less favorably now than it was before the changes.

   e. UW-O is viewed appreciably less favorably now than it was before the changes.

4. What effect does UW-O's open admissions policy have on the college choice of higher achieving students? (Circle the letter of the statement which best applies.)

   a. Makes UW-O more attractive.

   b. Makes no difference.

   c. Makes UW-O less attractive.

Code No.

Instructions:

Below is a list of characteristics of education at UW-O. Immediately alongside each is a place for you to circle "Y" (yes) or "N" if you know or have heard about the characteristic. Circle the appropriate letter for each. Then, for each circled "Y", circle in the next column the letter which expresses your judgment of its worth. In the last column, circle the letter which describes how it affects student decisions to attend UW-O.

Characteristics	Heard or Know of it		Worth					Extent to which it affects a student's decision to attend UW-O				
	Yes	No	Excellent	Good	Fair	Unimportant	Don't know or can't judge	Great deal	Some	Not much	Not at all	Acts negative
1. Complete bachelor's degree in less than 4 years	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
2. Self-paced instruction opportunities	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
3. Variety in scheduling classes	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
4. Special program availability (e.g., nursing, business, art, . . .)	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
5. Provisions for continuous registration	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
6. Excellent academic reputation	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
7. Short terms (e.g., 7 weeks) allow more flexibility	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
8. Media Center	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
9. January and May interterms allow for free credits	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
10. Extracurricular activities	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
11. Closeness to students' homes	Y	N	E	G	F	U	DK	G	S	N	NA	Neg

CONTINUED ON OTHER SIDE

Characteristics	Heard or Know of it		Worth					Extent to which it affects a student's decision to attend UW-O				
	Yes	No	Excellent	Good	Fair	Unimportant	Don't know or can't judge	Great deal	Some	Not much	Not at all	Acts negative
12. Ease of dropping and adding courses	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
13. Administrative leadership	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
14. Schedule allows for more work opportunities	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
15. Dual college and high school credit opportunities	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
16. Faculty development program opportunities	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
17. Athletic facilities adequacy	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
18. Sev n-week course alternatives	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
19. Housing accommodations availability	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
20. Fast computer registration	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
21. The city of Oshkosh's cultural, recreational and employment opportunities	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
22. Opportunities for college courses taught at high schools	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
23. College courses available at nearby public library	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
24. Open admissions.	Y	N	E	G	F	U	DK	G	S	N	NA	Neg
25. 4-week summer course alternatives	Y	N	E	G	F	U	DK	G	S	N	NA	Neg

THANK YOU.

APPENDIX C-6

STUDENT LEARNING DATA

GRADES IN EDUCATIONAL MEASUREMENT AND EVALUATION (387/587),

SPRING TERM, 1977 FROM SAME FINAL EXAMINATION

(Instructor A)

	7-Week		14-Week	
	N	%	N	%
A	13	52	8	22
B	8	32	18	49
C	4	16	8	22
D	0	0	3	8
F	0	0	0	0
W	0	0	2	5
I	0	0	0	0
	25	100	37	101

GRADES AND STUDENT COURSE EVALUATIONS IN EDUCATIONAL MEASUREMENT AND EVALUATION (387/587), 1975 AND 1976: FINAL EXAMINATIONS FROM SAME ITEM POOL

(Instructor B)

Grades	14-Week (Fall, 1975)		3-Week (January, 1976)		1st 7-Week (Spring, 1976)		2nd 7-Week (Spring, 1976)	
	N	%	N	%	N	%	N	%
A	12	35	16	41	13	36	9	19
B	15	44	23	59	21	58	24	51
C	4	12	0	0	2	6	12	26
D	0	0	0	0	0	0	1	2
F	3	9	0	0	0	0	1	2
	34	100	39	100	36	100	47	100
Student Course Rating*	4.26		4.20		4.30		4.24	

* On a scale of 1 to 5, 5 being the high score

GRADES IN FRENCH 101, 1975-1976

	7-Week		14-Week	
Grades	N	%	N	%
A	4	57	2	18
B	1	14	4	36
C	2	29	3	27
D	0	0	2	18
F	0	0	0	0
	7	100	11	99

A P P E N D I X C-7a

OSHKOSH CITIZENS SURVEY

Appendix C-7

There are two surveys, each conducted by a team of four students in Spring, 1977. The students were enrolled in a course in Marketing Research with Professor Ron Marks.

The first ("Attitudes Towards the University by Oshkosh Residents") was done by telephone interviews. The population was from a stratified random sample by 1970 SMSA family income census tracts. A good response rate and a careful sample provide confidence in the results summarized in the computer print-out following the questionnaire.

The second ("High School Seniors' Attitudes Toward UW-O") was a questionnaire administered in a private high school. The poor return rate and a sample biased toward higher income families (over 60% have incomes over $20,000) mean that any inferences drawn from the reported data require considerable qualifications.

Attitudes towards the University by Oshkosh Residents

1. Have you ever heard of the "University of Alternatives?"
   a) yes
   b) no

2. Have you ever attended the University of Wisconsin-Oshkosh?
   a) no
   b) presently
   c) 1-10 years ago
   d) 11 years ago or more

3. Are you familiar with the 3, 7, 14-week calendar at UWO?
   a) know nothing about it
   b) have heard about it
   c) know alot about it

4. Do you feel that this calendar provides an opportunity for a better education?
   a) very much
   b) some
   c) a little
   d) none
   e) no opinion

5. Do you come into contact with UWO students?
   a) often
   b) occasionally
   c) never

6. Would you consider taking a course at the University?
   a) yes
   b) no
   c) maybe

7. Do you feel that the University has an impact on Oshkosh?
   a) positive impact
   b) no impact
   c) negative impact

8. How do you feel towards the faculty at UWO?
   a) very favorable
   b) favorable
   c) neither favorable nor unfavorable
   d) unfavorable
   e) very unfavorable

9. In the past year have you attended any activities sponsored by the University such as sports activities, plays, movies, etc?
   a) regularly
   b) occasionally
   c) seldom
   d) never

10. How do you feel towards the students at UWO?
   a) very favorable
   b) favorable
   c) neither favorable nor unfavorable
   d) unfavorable
   e) very unfavorable

11. How far do you live from the University?
   a) less than one mile
   b) 1-3 miles
   c) 4-7 miles
   d) 8 miles or more

12. Would you recommend the University to a family member or friend?
   a) yes
   b) no
   c) might

13. How do you feel towards UWO?

a) very favorable
b) favorable
c) neither favorable nor unfavorable
d) unfavorable
e) very unfavorable

14. Do you have any friends that are UWO faculty members?

a) yes
b) no

15. What do you feel is the value of the students to the city of Oshkosh?

a) great value
b) moderate value
c) little value
d) no value

16. How long have you lived in Oshkosh?

a) less than one year
b) 1-5 years
c) over 5 years

17. Sex

a) male
b) female

18. What is your age?

a) 18-25
b) 26-35
c) 36-45
d) 46-55
e) over 55

19. How many years of education have you completed?

a) less than high school
b) High school graduate
c) some college or technical school
d) college graduate or more

20. What is your annual income?

a) less that $7,000
b) $7,000 - $12,000
c) $12,001 - $16,000
d) $16,001 - $21,000
e) greater than $21,000

21. What is your occupation? _____

THANK-YOU FOR YOUR TIME AND COOPERATION!

[illegible] FREQUENCY TABULATION
[illegible] UNIVERSITY OF WISCONSIN - OSHKOSH
[illegible] SERVICES - SS220B
REPORT DATE: APRIL 29, 1977

EXCEL[illegible] VALUES 1 VALUES 0
LABELS A = 1 B = 2 C = 3 D = 4 E = 5
CRSCAN CARDS DECOLED
SAMPLE SIZE: 124

FREQUENCY TABLE

******* RUN MARKS ******** METHOD 1 *******

QUES NO.	CARD NO.	COL.	BLANK	A	B	C	D	E	N	MEAN	MODE	ST.DEV.
1	1	41	1.00	40.00	83.00				123	1.67	2	0.47
2	1	42	1.00	84.00	20.00	17.00	2.00		123	1.49	1	0.79
3	1	43	1.00	67.00	50.00	26.00			123	1.93	2	0.75
4	1	44	2.00	14.00	23.00	16.00	2.00	62.00	122	3.57	5	1.55
5	1	45	1.00	46.00	55.00	19.00		3.00	123	1.85	2	0.85
6	1	46	1.00	50.00	37.00	36.00			123	1.99	1	0.83
7	1	47	2.00	131.00	13.00	4.00			122	1.24	1	0.56
8	1	48	1.00	9.00	52.00	56.00	2.00	1.00	123	2.42	3	0.73
9	1	49	1.00	7.00	53.00	28.00	25.00	1.00	123	2.67	2	0.93
10	1	50	1.00	14.00	67.00	26.00	15.00	1.00	123	2.37	2	0.87
11	1	51	1.00	32.00	68.00	21.00	2.00		123	1.94	2	0.70
12	1	52	1.00	100.00	6.00	17.00			122	1.23	1	0.70
13	1	53	1.00	13.00	83.00	25.00	1.00	1.00	123	2.14	2	0.63
14	1	54	1.00	30.00	93.00	1.00			123	1.69	2	0.48
15	1	55	1.00	27.00	80.00	11.00	5.00		123	1.95	2	0.68
16	1	56	1.00	5.00	30.00	88.00			123	2.67	3	0.55
17	1	57	2.00	45.00	76.00	1.00			122	1.64	2	0.50
18	1	58	2.00	28.00	34.00	14.00	24.00	22.00	122	2.82	2	1.44
19	1	59	1.00	10.00	48.00	46.00	16.00		123	2.58	3	0.82
20	1	60	3.00	26.00	38.00	38.00	16.00	3.00	121	2.44	2	1.04
TABLE TOTALS			26.00	737.00	1010.00	496.00	117.00	94.00	2454	2.11	2	1.01

A P P E N D I X C-7b

HIGH SCHOOL SENIORS SURVEY

This a survey on the University of Wisconsin-Oshkosh. This survey is part of our class assignment for Marketing Research at UW-O. There are no right or wrong answers to this survey. We appreciate you taking your time and filling out this survey.

1) Do you plan on attending college?

A) Yes
B) No

2) Have you considered attending UW-O?

A) Yes
B) No

3) How do you rank UW-O in comparison to other University of Wisconsin campuses?

A) Superior
B) Good
C) Average
D) Below Average
E) Low

4) How do your parents feel about UW-O as an educational institution?

A) Superior
B) Good
C) Average
D) Below Average
E) Low

5) How much influence has your high school guidance counselor had in your selection of a university?

A) Alot of influence
B) Some influence
C) Little influence
D) Very little influence
E) No influence

6) How often have you met with your high school guidance counselor to receive information on colleges?

A) 1-2 times
B) 3-4 times
C) 5 or more times
D) Zero times

7) Which of the following majors offered at UW-O do you feel is a superior program?

A) Nursing
B) Business Administration
C) Education (Teaching)
D) Physical Education
E) Science

8) Which of the following do you intend to major in?

A) Nursing
B) Business Administration
C) Education (Teaching)
D) Physical Education
E) Science

9) How do you plan on financing your college education?

A) Financial aids (Loans,Grants)
B) Parents
C) Work way through
D) Through savings
E) By a combination of the above

10) What do you feel is the appropiate high school preparation for a Business Administration major?

A) Math and English
B) Accounting
C) Economics
D) An overall general curriculum
E) Don't know

11) Do you feel that UW-O is a party school?

A) Strongly disagree
B) Disagree
C) No opinion
D) Agree
E) Strongly agree

12) Are you aware of the difference between the UW-O calendar year and other University of Wisconsin colleges calender year?

A) Yes
B) No

If you answered NO to question 12 go to question 15.

13) How did you find out about the new UW-O calender semester?

A) Counselor
B) Newspapers
C) Friends
D) Teachers
E) Other_____

14) How would you rank the 14 week semester at UW-O to other Universities 17 week semesters?

A) Not as good
B) Just as good
C) Better

15) What is your Grade Point Average (GPA)?

A) 1.00-1.99
B) 2.00-2.49
C) 2.50-2.99
D) 3.00-3.49
E) 3.50-4.00

16) What is your fathers educational background?

A) Grade school graduate
B) High school graduate
C) 2 year college graduate
D) Technical school graduate
E) 4 year college graduate

17) What is your mothers educational background?

A) Grade school graduate
B) High school graduate
C) 2 year college graduate
D) Technical school graduate
E) 4 year college graduate

18) Which of the following best describes your family employment situation?

A) Father works
B) Mother works
C) Neither work
D) Both work

19) What is your family income?

A) $0-$4,999
B) $5,000-$9,999
C) $10,000-$14,999
D) $15,000-$19,999
E) $20,000 or above

THANK YOU 207

SINGLE COLUMN FREQUENCY TABULATION
UNIVERSITY OF WISCONSIN - OSHKOSH
COMPUTER SERVICES - SSP20D
REPORT DATE: MAY 3, 1977

EXCLUDED VALUES 1 VALUES C
LABELS A = 1 B = 2 C = 3 D = 4 E = 5
OPSCAN CARDS DECODED
SAMPLE SIZE: 31 PERCENTAGE TABLE. TABULATIONS FOR EXCLUDED VALUES ARE SHOWN AS FREQUENCI

REMARKS GROUP 11

QUES NO.	CARD NO.	COL.	BLANK	A	B	C	D	E	N	MEAN	MODE	ST.DEV.
1	1	41		70.96	29.03				31	1.29	1	0.45
2	1	42		58.06	41.93				31	1.42	1	0.49
3	1	43		3.22	54.83	41.93			31	2.39	2	0.55
4	1	44		3.22	67.74	22.58	6.45		31	2.32	2	0.64
5	1	45			29.03	22.58	22.58	25.80	31	3.45	2	1.16
6	1	46		25.80	38.70	29.03	6.45		31	2.16	2	0.88
7	1	47	1.00	9.99	56.66	16.66	6.66	9.99	30	2.50	2	1.09
8	1	48	1.00	16.66	29.99	23.33	3.33	26.66	30	2.93	2	1.44
9	1	49	1.00	16.66	29.99	6.66	6.66	39.99	30	3.23	5	1.61
10	1	50		9.67	19.35	6.45	51.61	12.90	31	3.39	4	1.21
11	1	51			32.25	38.70	19.35	9.67	31	3.06	3	0.95
12	1	52		32.25	67.74				31	1.68	2	0.47
13	1	53	13.00	11.11	11.11	38.88	11.11	27.77	18	3.33	3	1.29
14	1	54	17.00		50.00	42.85	7.14		14	2.57	2	0.62
15	1	55	1.00	3.33	9.99	39.99	36.66	9.99	30	3.40	3	0.92
16	1	56		9.67	38.70	6.45	6.45	38.70	31	3.26	2	1.52
17	1	57		12.90	51.61	6.45	3.22	25.80	31	2.77	2	1.43
18	1	58		45.16	3.22	3.22	45.16	3.22	31	2.58	1	1.50
19	1	59	4.00		7.40	18.51	14.81	59.25	27	4.26	5	1.00
TABLE TOTALS			38.00	18.15	35.57	17.97	13.25	15.06	551	2.72	2	1.32

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Appendix B

October 11, 1976
Newsletter #1

TO: UW-O Community

FROM: Michigan Evaluation Project
(Ellen Armstrong, Bob Blackburn, Marie Dykes)

1. We were happy to have the opportunity to meet many of you on September 23 and 24 and to be able to explain our relationship to the Department of Health, Education, and Welfare, your Lilly Endowment grant on faculty development (with Bill Mahler), your own Calendar Evaluation committee under Stan Linton, and other individuals and agencies on and off campus. The occasion allowed us to communicate many of our goals and processes--that our final report will be delivered on August 15, 1977, that it is a public report and will be available to all members of the UW-O community, that we assure anonymity to all, and that we are in no way involved with the forthcoming referendum on the calendar.

2. We have distributed a matrix to a representative of many UW-O constituencies. The instrument has each respondent rate the relative importance of some twenty different goals we identify as being related to the restructuring of time. The individual gives her or his own priority rating to each of the goals, and also indicates how he or she believes respondents for the other groups will rate the goals. We will transmit the findings in a future Newsletter as soon as the analysis is completed.
If you wish to participate in this phase of our Evaluation Project, extra copies are available from Lynne Borlen in the Testing Center.

3. Lynne Borlen is our campus liaison. Her office is in the Testing Center at 743 Algoma. The phone: 4-3227. We have an office on the second floor that has been rented for the Project. Messages for us can be left with Lynne. Each of us can also be reacned at the following address:

Center for the Study of Higher Education
2007 SEB
The University of Michigan
Ann Arbor, MI 48109
313-764-9472

4. As was mentioned during our visit, if we can answer questions you have while collecting our data, if you have ideas that will assist us, or if there are things you want to be sure we know, please contact us. We will appreciate all of the assistance you can provide.

5. Our short range schedule calls for a brief visit by one of us early in October. The last week in October and the first one in November will be used for extensive interviewing on campus, Lynne will be calling some of you to make dates with us--most often in your office; but, should that be inconvenient, then either in the Alumni House (Jean Nelson has kindly offered us space) or in our campus office.

Appendix C

October 28, 1976
Newsletter #2

TO : UW-O Community

FROM: Michigan Evaluation Project
(Ellen Armstrong, Bob Blackburn, Marie Dykes)

We have completed our preliminary assessment of UW-O, and we are about to begin interviews with 100 of the faculty.

These interviews will begin on Monday, November 1 and continue over that and the following week, that is through Friday, November 12th. Each will last slightly less than one hour. Lynne Borlen will be calling to make appointments to see you in your office. (Lynne will continue to take messages for us -- 4-3227)

The interview asks not only about your feelings and experiences with the new teaching time blocks and CAS but also inquires about life and work as a professor at UW-O. Our experiences elsewhere have proven that the interviews have been a rewarding experience for the faculty members, as they cause the individual to reflect on her or his career. We hope you will consent to give us an hour of your time when Lynne calls to make a date.

Responses from the matrix on goals are coming in, and a preliminary tabulation has been run. We need a more complete set of responses before reporting our findings.

Appendix D

November 19, 1976
Newsletter #3

TO : UW-O Community

FROM: Michigan Calendar Evaluation Team
(Ellen Armstrong, Bob Blackburn, Marie Dykes)

1. We very much appreciate the cooperation we have received from the faculty who became part of our sample of 100. The interviews have gone well. As a consequence, we feel a growing sense of belonging to UW-O. Also, those who have initiated contact with us have been most valuable. So far we have been able to talk with each of these persons.

2. A few faculty are yet to return the questionnaires we left at the close of our interviews. We welcome their early receipt so that we can begin analysis of this segment of our project.

3. A goal matrix was sent to heads of faculty organizations and selected administrative offices last month. The purpose was to determine the degree of agreement between different constituencies in rating 24 goal statements. We have closed off matrix returns and will now complete our analysis of goals that the different constituencies have had for the calendar revision. Our report to you should be out in about three weeks.

4. We seek your assistance with regard to student learning. Any faculty member who has taught the same course two different ways (e.g., 14 or 7 or 3 weeks; 7 weeks vs. 3 weeks; any time block vs. some self-paced or audio-tutorial method) and has data on student achievement in these time blocks can help us immensely if he or she will share their "experiments" with us. A phone call to Lynne Borlen (4-3227) or a note to us in the campus mail at the Testing Center is sufficient for now. We will contact you (probably in December).

5. A questionnaire will be going out to students in a few weeks. The Advance-Titan will carry news about it. The phase of the project taps student feelings about the calendar -- 7 and 3 week courses, individualized instruction support services, and the like.

6. Soon Lynne will be calling a sample of staff people (counseling, bookstore, housing, health services, library -- about 16 offices in all) to arrange interviews with us for early in December. We hope you too will share your knowledge about the calendar with us.

(414) 424-0300

UNIVERSITY OF WISCONSIN–OSHKOSH

OFFICE OF THE VICE CHANCELLOR
OSHKOSH, WISCONSIN 54901

April 6, 1978

TO: FIPSE

FROM: W. Sam Adams

SUBJECT: Dissemination of "Internal Evaluation of UWO's New Calendar--Report to the Faculty," University of Wisconsin-Oshkosh, February 1977 (Appendix E)

This report has limited application to others since its primary thrust is instrument construction and administration and evaluation outcomes. Those who might appreciate its contents include:

Education Testing Service
Princeton, New Jersey

National Council on Measurement in Education

American Educational Research Association

Association for Institutional Research

WSA:vls

An Equal Opportunity/Affirmative Action Institution

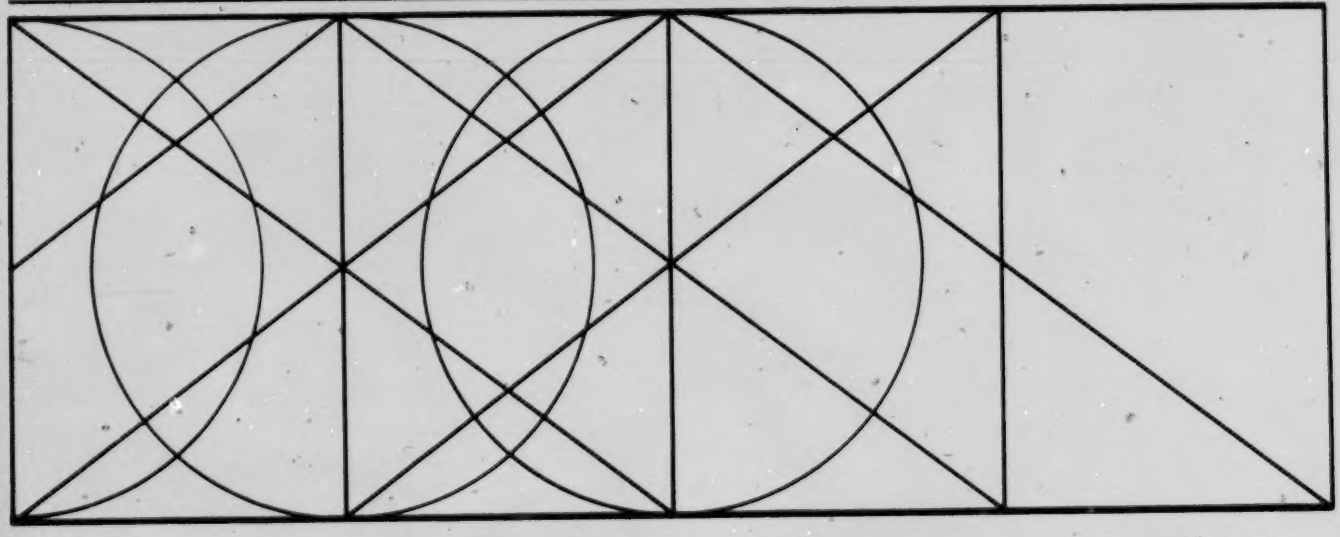
Appendix E

Internal Evaluation of UWO's New Calendar

REPORT TO THE FACULTY

UNIVERSITY OF WISCONSIN – OSHKOSH

February, 1977



REPORT TO THE FACULTY

ON

INTERNAL EVALUATION OF UW-O'S NEW CALENDAR

by

The Calendar Evaluation Committee

Stanley Linton, Chairperson

W. Sam Adams
Paul Ansfield
Amin El Dirghami
Laurine Fitzgerald
Robert Havens
Timothy Hoyt
Philip Mounts
Jack Struensee
James Unger

PREFACE

On March 1 and 2, 1977 the faculty of UW-Oshkosh will vote on whether or not to continue its experimental calendar. The purpose of this document is to provide data on the impact of the calendar as one source to assist faculty in making an informed decision in the forthcoming referendum.

The Calendar Evaluation Committee has had three longitudinal charges since its initial appointment by Chancellor Birnbaum in November, 1974: (1) to develop criteria and procedures for the evaluation of calendar effectiveness; (2) to review the results of all evaluation projects as they become available, and to recommend which data should be distributed to the university community and what formats would be appropriate; and (3) to distribute an internal evaluation report on, or about, February 11, 1977.

Members of the committee have reviewed, criticized, and modified the contents and format of this report in finalizing what they believe to be an accurate presentation of all data collected, along with justifiable interpretative and summary statements.

This document, as well as all supportive material, is now a matter of public record. It contains all information necessary for meaningful reading and interpretation. Individual questions regarding the report may be addressed to the Office of Planning and Institutional Research.

Stanley Linton
February 11, 1977

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B. Institutional Functioning Inventory

1. Definition of Scales

2. Comparison of UW-O Responses to National Norms

C. Institutional Goals Inventory

1. Definition of Goals

2. Comparison of UW-O Responses to National Norms

D. Descriptive Data

1. Student Credit Hour Production, Fall 1974-76

2. Faculty Development Activities, Spring 1975-Fall 1976

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CHAPTER I

INTRODUCTION

A. Background of Calendar Evaluation

In fall, 1974, 650 faculty[1] were eligible to vote in the calendar referendum. Five hundred seventy-two did so, and 66% of them said "yes" to the question:

> Should the university adopt the policies and procedures related to calendar reform as specified in the document "Formal Calendar Proposal" dated 17 October 1974?[2]

Thus an experimental academic calendar was adopted for the two-year period, 1975-77.

Following the 1974 referendum, Chancellor Robert Birnbaum formed the University Calendar Coordinating Council (referred to hereafter as UCCC), consisting of thirteen advisory committees whose function was to design policies and procedures for implementing the calendar. One of these advisory bodies was the Evaluation Committee. It comprised faculty, students and administrators; its charge was to: "prepare criteria and procedures for evaluating the effectiveness of the calendar."[3] Accordingly, during the 1974-75 academic year, the Evaluation Committee reviewed national instruments for use and developed local criteria and instruments for measuring attitudes toward the calendar.

Like the other UCCC committees, the Evaluation Committee concluded its charge by the first of March, 1975. In the fall of that year, however, Chancellor Birnbaum requested its members to accept a new charge, namely, to:

> review the results of all evaluation projects as they become available and to recommend at the end of the year [i.e., spring, 1976] which data should be distributed to the university community and what formats would be appropriate.[4]

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[1] "Faculty" is defined as any university employee with faculty status, ranked or unranked.

[2] Calendar Paper No. 14.

[3] Birnbaum memo to university community, 11/7/74.

[4] Birnbaum memo to Evaluation Committee, 11/4/75.

After deliberation, the committee resolved that no results of calendar evaluation would be released to outside individuals or groups, prior to the distribution of a complete report in spring, 1977. This policy was based on the judgment that the faculty had endorsed a two-year trial of the calendar, which implied protection from contamination of the experiment by premature releases of findings.[5]

B. Internal Evaluation Design and Limitations

This document represents a full disclosure of all research information compiled under the auspices of the Evaluation Committee.[6] Chapter II presents data on local attitudes related specifically to the calendar. Tables are included in the text to indicate the basis upon which extrapolations have been made. Chapter III presents data obtained from national instruments, which describe attitudes of various UW-O constitutencies toward the university, both as they see it and as they would like it to be. To enhance readability, full analysis of the results from these instruments--i.e., those which do not bear directly on the effects of the calendar--have been provided in appendices. Descriptive data on Student Credit Hour production, Faculty Development activities, and grants appear in Appendix D. Documents referred to in footnotes have been placed in the Reserve Room of Polk Library for consultation by interested parties. A list of these documents is attached to this report.

The Formal Calendar Proposal included a provision to solicit extramural funds for an outside evaluation of the calendar.[7] On July 1, 1976 UW-O received a Fund for the Improvement of Post Secondary Education (FIPSE) grant from the U. S. Department of Health, Education and Welfare, which fulfills this provision. An evaluation team, headed by Dr. Robert Blackburn from the University of Michigan Center for the Study of Higher Education, is currently conducting its analysis of the calendar for its report, which is scheduled for completion in August, 1977. Although the Michigan Evaluation Team, as Dr. Blackburn

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[5]Linton memo to Birnbaum, 12/5/75. Because it is an advisory committee, the meetings and research findings of the Evaluation Committee are, for legal purposes, classified as privileged and not open to outside persons. --Committee minutes, 12/3/75.

[6]The Office of Planning and Institutional Research, on behalf of the committee, assumed responsibility for administering the instruments, collecting the data, and performing the statistical analyses of them contained herein. In addition, at the committee's request, funds were provided for a disinterested party to draft this report.

[7]Calendar Paper No. 14, item 13, p. 3.

refers to himself and the two doctoral candidates who assist him, will use much of the data contained in this document, the evaluation efforts are independent of each other.[8]

The Michigan Evaluation Team is undertaking a comprehensive appraisal of the calendar's impact; this internal report, however, because of the constraints of time and personnel, is not comprehensive. It does not, for example, assess changes in the Oshkosh community as a result of calendar implementation, nor does it evaluate the effectiveness of the calendar in meeting the needs of specific student interest groups, such as commuters and veterans. In measuring changes in campus climate and attitudes, it does not make use of certain subjective methods, such as the interview and field studies.

Finally and most significantly, the attitudinal data in this internal report cover only the first year of the calendar's implementation. Whatever changes in viewpoint have occurred since summer, 1976 are not reflected herein.

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[8]This report is also independent of several other current projects whose activities entail assessing various features of the new calendar. These projects include the following: a grant from the Lilly Endowment for a three-year study of the Faculty Development Program; a FIPSE grant for the Faculty College, to be used in sponsoring participation in Faculty College programs by representatives from other institutions; and a grant from the National Science Foundation, under its Comprehensive Assistance for Undergraduate Science Education (CAUSE) Program, to evaluate the effects on student achievement in science of new instructional strategies introduced to take advantage of the calendar's unique modular opportunities.

CHAPTER II

ATTITUDINAL EVIDENCE: LOCAL INSTRUMENTS

The evaluation process included in its design the collection of evidence on the intra-university effects of the new calendar. Two instruments were used in this effort: the Mini-Questionnaire and the Calendar Reform Attitude Survey. This chapter describes the results obtained from these locally developed instruments.

A. Mini-Questionnaires

The Mini-Questionnaire, or "Mini-Q," has provided immediate reactions from students and faculty on calendar related innovations, in particular the instructional time periods. Developed locally, this short instrument consists of a maximum of seven items and has been administered at regular intervals since spring, 1975 through early fall, 1976. To date, questionnaires have been developed and administered on the following subjects: student satisfaction with pre-programming, faculty satisfaction with summer employment opportunities for additional compensation, and student and faculty satisfaction with courses of various durations--i.e., seven, fourteen, three, four, and eight weeks.

To assure proportionate representation, Mini-Q's were distributed to 10% of all the classes offered for fourteen weeks and to all offered for every other time period: the first seven-weeks, and second seven-weeks, the three-week interim, the first four-week and the second four-week summer terms, and the eight-week summer term. Both faculty and students were asked to fill out the forms. Every Mini-Q has been administered at least twice (except one for the eight-week summer term) to provide a basis for determining if opinions have changed. The forms require respondents to indicate their attitude toward each statement on a five-point graduated scale, consisting of: Strongly Agree, Agree, Neutral or No Opinion, Disagree, and Strongly Disagree.

The results of the Mini-Q's are presented in the following manner. Each item is stated, and then the responses to it are given in an accompanying data table. Moving from left to right, the figures in the data table represent the percent of responses to each of the five possible categories (i.e., Strongly Agree, Agree, Neutral or No Opinion, Disagree, and Strongly Disagree) and the total number ("n")

of each group which responded to the statement.[9] This number has been used in computing the percentages. Asterisks on the right-hand side indicate statistically significant changes in attitude from one time period to another (e.g., fall, 1975 to fall, 1976) determined by the statistical test known as Chi Square.[10] One asterisk (*) indicates with .95 degree certainty that the change or difference is due to reasons other than chance. Two asterisks (**) indicate with .99 certainty that the change or difference is due to reasons other than chance.

For example, the data table accompanying the first item of the Mini-Q on the first seven-week term below contains the following information. There were 1961 (n) students who completed the questionnaire in fall, 1975. Ten percent of them marked the Strongly Agree response, 28% marked Agree, 28% marked Neutral or No Opinion, 24% marked Disagree, and 10% marked Strongly Disagree. The two asterisks on the right-hand side of the table indicate that there is a statistically significant difference between the 1975 and 1976 student responses to this item.

The interpretative comments which follow the data table discuss the combined positive attitude toward each item, i.e., the sum of Strongly Agree and Agree responses, and the negative attitude toward each item, i.e., the sum of Strongly Disagree and Disagree responses. These figures do not appear in the tables.

Only students and faculty either enrolled in or teaching courses under the new calendar responded to the Mini-Q's on the various instructional time periods.

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[9]The percents have been rounded off, so that in some instances the total will add up to 99% or 101%. The number of participants who did not respond to items was negligible and has been eliminated in these computations.

[10]Chi Square is a mathematically reliable means of determining whether the differences among two or more frequency distributions can be attributed to a factor(s) other than chance. The test, however, does not determine the direction of the change; that is, whether it was positive, negative, or neutral. Computation for the Chi Squares herein has been based on the number, not percent, of responses to each of the five categories--i.e., Strongly Agree, Agree, Neutral or No Opinion, Disagree, and Strongly Disagree.

First Seven-Week Term (fall, 1975 and spring, 1976)

1. *This seven-week course allowed the student more time to concentrate on the subject than a traditional semester length course.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	10%	28%	28%	24%	10%	1961	**
	76:	12%	29%	25%	25%	9%	1633	
FACULTY	75:	15%	16%	11%	26%	31%	80	
	76:	7%	18%	13%	30%	32%	98	

Students and faculty did not agree on the amount of time needed to concentrate on a subject for seven weeks. In fall, 1975 students tended to be divided on the item, i.e., 38% agreed and 34% disagreed. In spring, 1976, however, their attitude shifted toward the affirmative (41% agreed and 34% disagreed). Faculty, however, remained unconvinced that the seven-week course allowed students more time to concentrate than a traditional semester length course--57% disagreed in 1975 and 62% disagreed in 1976.

2. *The workload required in this class was excessive for the seven-week period (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	11%	17%	18%	36%	17%	1966	**
	76:	7%	19%	20%	42%	12%	1631	
FACULTY	75:	14%	19%	16%	29%	22%	80	**
	76:	15%	26%	21%	32%	5%	99	

There appears to be a discrepancy in attitudes toward this statement also. Over half (53%) of the students in 1975 disagreed that the workload was excessive, and the margin of disagreement remained about the same (54%) in 1976. Faculty, on the other hand, originally disagreed (51%), but in spring their responses shifted toward agreement (41%).

3. *The material intended for this course was adequately covered in seven weeks.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	17%	43%	13%	17%	6%	1961	**
	76:	15%	53%	14%	15%	3%	1620	
FACULTY	75:	17%	27%	9%	30%	16%	80	*
	76:	6%	36%	7%	36%	14%	99	

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

** Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

The student response to this item was positive for both fall and spring--the 65% agreement increased to 68%. The faculty were divided in fall (44% agree vs. 46% disagree), but by spring 50% disagreed that course material was adequately covered.

4. *I was satisfied enough with this seven-week course that I would like to do another.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	19%	44%	24%	7%	5%	1963	
	76:	18%	46%	23%	8%	5%	1611	
FACULTY	75:	28%	22%	11%	23%	16%	79	
	76:	11%	34%	17%	20%	19%	97	

Student responses for both fall and spring were favorable; nearly two-thirds agreed that they would take another seven-week course. Faculty responses were not as supportive; half (50%) agreed in the fall and 45% agreed in the spring.

5. *The pace at which course material was taught was appropriate and I was able to comprehend the material within the seven-week period (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	19%	52%	10%	14%	5%	1966	
	76:	20%	54%	11%	12%	3%	1632	**

Students strongly felt (71% in fall and 74% in spring) that the pace for 7-week course material was appropriate for comprehension.

6. *Academic achievement in this seven-week course is about as high as in a traditional semester length course (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	19%	40%	17%	13%	6%	1969	
	76:	20%	44%	17%	15%	5%	1631	**

The majority (59%) of students agreed in the fall as well as in the spring (64%) that their academic achievement was as high in the seven-week course as in a semester length course.

When faculty and students were asked in the spring what time period they would prefer for the course, assuming that it was equally available in a seven-week or a fourteen-week term, the students responded as follows:

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

51% indicated seven-week only; 23% said fourteen-week only; and 26% marked either seven or fourteen-week. Faculty responses were: 23% for seven-week only; 51% for fourteen-week only and 26% for either seven or fourteen-week. From these data it seems that students look upon the first seven-week term more favorably than faculty do.

The Second Seven-Week Term (fall, 1975 and spring, 1976)

1. *This seven-week course allowed the student more time to concentrate on the subject than a traditional semester length course.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	13%	31%	20%	24%	12%	947	**
	76:	11%	34%	28%	21%	7%	1362	
FACULTY	75:	11%	27%	8%	34%	20%	71	
	76:	9%	25%	13%	34%	19%	91	

The responses to this item were similar to those for the first seven-week term. More students agreed than disagreed (44% to 36% in the fall; 45% to 28% in the spring) that they had more time to concentrate on the subject in seven weeks than in fourteen weeks. The majority of faculty both second seven week terms disagreed (54% in fall and 53% in spring) that students had more time to study the course material in seven weeks than in 14 weeks.

2. *The workload required in this class was excessive for the seven-week period (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	10%	18%	17%	39%	16%	947	**
	76:	7%	16%	20%	42%	15%	1367	
FACULTY	75:	18%	18%	8%	46%	8%	71	**
	76:	9%	32%	12%	42%	4%	92	

The majority of students disagreed in both fall and spring that the workload was excessive in the seven-week course. The faculty also disagreed in fall (54%), but the margin of disagreement decreased to 46% by spring.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

3. *The material intended for this course was adequately covered in seven weeks.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	17%	49%	10%	19%	6%	949	**
	76:	15%	54%	12%	14%	4%	1361	
FACULTY	75:	11%	38%	6%	28%	17%	71	*
	76:	9%	51%	12%	23%	6%	91	

The student response to this item was similar to that for the first seven-weeks--i.e., both times two-thirds or more supported the idea that the course material was adequately covered. Faculty attitudes differed from those expressed toward the first seven-week term; whereas about 43% believed that the material was adequately covered during the first seven-week term, 60% in spring, 1976 agreed to this statement during the second seven-week term.

4. *I was satisfied enough with this seven-week course that I would like to do another.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	17%	41%	26%	9%	7%	935	
	76:	18%	45%	24%	8%	5%	1351	
FACULTY	75:	13%	34%	21%	20%	13%	71	
	76:	17%	39%	13%	21%	10%	90	

The majority of students (58% in fall and 63% in spring) responded that they would like another seven-week course. The faculty response shifted to the positive, i.e., 47% agreed in fall and 56% agreed in spring. Faculty attitudes toward this statement tended to be slightly more favorable for the second seven-week term than for the first seven-week term, especially by the end of spring, 1976.

5. *The pace at which course material was taught was appropriate and I was able to comprehend the material in the seven-week period (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	20%	48%	11%	14%	6%	949	**
	76:	18%	57%	11%	12%	3%	1366	

Student agreement that course material was adequately taught for comprehension increased between fall and spring, from 68% to 75%, which appears to be a shift toward acceptance of courses of this length.

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

6. *Academic achievement in this seven-week course is about as high as in a traditional semester length course (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	19%	40%	14%	18%	10%	944	**
	76:	17%	48%	16%	13%	5%	1369	

A clear majority of students agreed in both fall and spring that their academic achievement was as high in the seven-week course as in a semester length course. A similar response was given for the first seven-week course.

When asked about their preference of time periods for this course, 50% of the students marked seven-week only, 22% marked fourteen-week only, and 29% marked either seven or fourteen-weeks. In contrast, only 33% of the faculty marked seven-week only, while 43% marked fourteen-week only, and 24% marked either seven or fourteen-weeks.

Summary of First and Second Seven-Week Terms

The results of the Mini-Q's for the first and second seven-week terms suggest that the students were more in favor of these non-traditional time periods than the faculty: they believed that they had more time to concentrate on the subject, that they were able to comprehend the material, and that their academic achievement was as high as in a traditional semester length course. They indicated that they would prefer seven-week terms to fourteen-week terms two to one, while the reverse was true for faculty. However, faculty appeared to be more favorably disposed toward the second seven-week term in that the majority did not agree that the workload was excessive. Faculty, however, did agree in 1976 that the material was adequately covered, and that they would like to teach another second seven-week course.

The Fourteen-Week Term (fall, 1975 and spring, 1976)

The data are based on a 10% sample of fourteen-week course class sections.

1. *Course material intended for seventeen-week courses was adequately covered in the condensed fourteen-week term.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	18%	51%	9%	17%	6%	1934	
	76:	17%	51%	11%	17%	5%	1295	
FACULTY	75:	12%	37%	7%	27%	17%	351	
	76:	12%	39%	4%	29%	17%	288	

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Over two-thirds of the students agreed that course material was adequately covered in fourteen weeks both fall and spring semesters, 1975 and 1976. Faculty attitudes seemed to become more positive toward fourteen-week courses, with 49% agreeing with this statement in fall and 51% in spring.

2. *The workload required in this class was excessive for the fourteen-week period (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	10%	21%	20%	41%	8%	1929	**
	76:	6%	21%	20%	47%	6%	1294	
FACULTY	75:	23%	27%	19%	27%	5%	351	
	76:	19%	29%	14%	33%	6%	289	

Almost half (49%) of the students disagreed with this statement in fall while the majority (53%) disagreed in the spring. Faculty, in contrast, tended to agree that the workload was excessive, although the margin of agreement decreased slightly in spring.

3. *The fourteen-week term allowed the student more time to concentrate on the subject than the seventeen-week semester.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	5%	10%	29%	35%	21%	1927	*
	76:	4%	12%	30%	38%	17%	1293	
FACULTY	75:	1%	3%	17%	40%	39%	349	
	76:	2%	5%	16%	40%	36%	286	

Neither students nor faculty believed that there was more time to study in a fourteen-week semester. Over half the students and over three-fourths of the faculty disagreed with this statement fall and spring semesters.

4. *Academic achievement in fourteen-week courses is about as high as in seventeen-week courses.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	16%	35%	15%	23%	11%	1933	*
	76:	16%	38%	14%	24%	8%	1298	
FACULTY	75:	9%	32%	17%	27%	14%	349	
	76:	8%	37%	11%	28%	16%	286	

*Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

The majority of students agreed (51% in fall and 54% in spring) that their academic achievement was as high in fourteen weeks as in seventeen weeks. Faculty responses seemed evenly split both semesters--41% agreed and disagreed in fall and approximately 45% did the same in spring.

5. *The pace at which fourteen-week course material was taught was appropriate and students were able to comprehend subject material within this time period.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	16%	46%	14%	19%	5%	1930	
	76:	14%	50%	13%	18%	5%	1294	
FACULTY	75:	9%	35%	11%	26%	18%	343	
	76:	11%	36%	10%	27%	15%	288	

Students strongly agreed both in fall (62%) and in spring (64%) that the pace of course material was appropriate for comprehension. Faculty attitudes were less positive; less than half both semesters agreed with this statement (44% in fall and 47% in spring).

Summary of Attitudes Toward the Fourteen-Week Term

Students agreed that course material was adequately covered, that academic achievement was about as high as in seventeen-week courses, and that the pace of courses was appropriate. Faculty attitudes were ambiguous about these topics, their responses in fall and spring tending to be divided. Moreover, faculty were more inclined to believe the workload was excessive than students were; neither group believed that the fourteen-week term allows more time to concentrate on the subject than the seventeen-week semester.

The Three-Week Term (Fall III and Spring III)

1. *This three-week course allowed the student more time to concentrate on the subject than a traditional semester length course.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	20%	44%	13%	17%	5%	2981	
	76:	16%	40%	16%	21%	7%	1120	*
FACULTY	75:	19%	31%	13%	10%	27%	96	
	76:	20%	20%	21%	26%	14%	51	

In Fall III, about two-thirds (64%) of the students agreed that the three-week course allowed them more time than a traditional semester course, but this support decreased to 56% in Spring III. Faculty also agreed with the item less in Spring III than Fall III when 50% agreement decreased to 40%.

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*Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

2. *The workload required in this class was excessive for the three-week period (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	9%	18%	20%	44%	9%	2983	
	76:	7%	21%	20%	41%	10%	1120	**
FACULTY	75:	18%	23%	21%	35%	3%	96	
	76:	26%	22%	14	26%	12%	50	

Over half of the students disagreed both Fall III (53%) and Spring III (51%) that the workload was excessive. The faculty, in contrast, tended to agree with this statement (41% in Fall III and 48% in Spring III).

3. *The material intended for this course was adequately covered in three weeks.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	12%	50%	17%	17%	4%	2977	
	76:	11%	49%	16%	20%	4%	1116	
FACULTY	75:	17%	50%	15%	12%	6%	96	
	76:	14%	35%	16%	27%	8%	51	

The majority of students agreed that material was adequately covered in both Fall III and Spring III (62% and 60%, respectively). Faculty also agreed with this item; 67% agreed in Fall III, while 49% agreed in Spring III.

4. *I was satisfied enough with this three-week course that I would like to do another.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	20%	44%	23%	8%	5%	2972	
	76:	19%	47%	24%	7%	5%	1116	
FACULTY	75:	20%	39%	19%	9%	13%	97	
	76:	24%	14%	37%	20%	6%	51	*

About two-thirds of the students responded affirmatively that they would take another three-week course--64% in Fall III and 66% in Spring III. The majority of faculty also responded positively to Fall III courses. However, by spring over a third (37%) of the faculty had no opinion or were neutral, and only 38% agreed to this statement.

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

5. *The pace at which course material was taught was appropriate and I was able to comprehend the material in the three-week period (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	16%	53%	12%	15%	4%	2988	
	76:	16%	52%	13%	16%	3%	1117	

Over two-thirds of the students agreed that the pace of three-week courses was appropriate for comprehension both Fall III (69%) and Spring III (68%).

6. *Academic achievement in three-week courses is about as high as in seventeen-week courses (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	16%	39%	18%	20%	8%	2981	
	76:	16%	41%	15%	21%	8%	1117	

Over half of the students both in Fall III (55%) and Spring III (57%) felt that their academic achievement was as high in a three-week course as in a seventeen-week course.

Summary of the Three-Week Term

Student attitudes toward the three-week term were clearly positive: they believed the term allows more time to concentrate on the subject, that the material was covered adequately, that they were satisfied enough to take another three-week course, that the pace and comprehension were appropriate, that their academic achievement was as high as in seventeen-week courses, and that the workload was not excessive. Faculty attitudes were mixed. Faculty were split on the question of whether the student has more time to concentrate on the subject in three-week courses. They changed their minds about teaching another three-week course, and tended to regard the workload as excessive.

Assuming that the course was equally available in any time period, 38% of the students indicated they would prefer a three-week term, 22% indicated they would prefer a seven-week term, and 23% indicated they would prefer a fourteen-week term. (The remaining responses were fairly evenly distributed among varying combinations of three, seven, and fourteen weeks.) On the other hand, 35% of the faculty said they would prefer a fourteen-week term, 20% preferred a three-week term, and 10% preferred a seven-week term for the course in question. (The remaining responses were distributed among varying combinations of three, seven, and fourteen-week terms.)

First and Second Four-Week Summer Terms of 1975

1. *This four-week course allowed the student more time to concentrate on the subject than an eight-week summer session course.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	1st:	12%	30%	27%	26%	6%	871	
	2nd:	13%	29%	25%	24%	9%	474	
FACULTY	1st:	11%	21%	15%	38%	15%	47	
	2nd:	14%	14%	28%	38%	7%	29	

More students both four-week terms agreed (42%) than disagreed (33%) that the four-week courses allowed them to concentrate more on the subject than an eight-week course. On the other hand, faculty generally felt this was not true, i.e., 53% disagreed in the first four-week term and 45% in the second four-week term.

2. *The workload required in this class was excessive for the four-week period (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	1st:	6%	17%	18%	48%	12%	871	
	2nd:	8%	19%	20%	41%	12%	475	
FACULTY	1st:	2%	28%	21%	43%	6%	47	
	2nd:	13%	29%	10%	42%	6%	31	

The majority of students disagreed that class workload was excessive, 60% during the first four-week term and 53% during the second four-week term. Faculty also tended to disagree with the statement--49% disagreed during the first four-week period and 48% disagreed for the second four-week period.

3. *The material intended for this course was adequately covered in four-weeks.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	1st:	17%	50%	14%	18%	2%	871	
	2nd:	14%	51%	14%	17%	4%	472	
FACULTY	1st:	17%	47%	4%	30%	2%	47	
	2nd:	19%	52%	--	26%	3%	31	

Approximately two-thirds of students and faculty for both the first and second four-week terms agreed that course material was adequately covered in four weeks.

4. *I was satisfied enough with this four-week course that I would like to do another.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	1st:	23%	49%	18%	7%	4%	868	
	2nd:	24%	44%	22%	7%	3%	472	
FACULTY	1st:	32%	36%	15%	11%	6%	47	
	2nd:	27%	47%	7	17%	3%	30	

Both student and faculty attitudes were quite favorable--over two-thirds of the students indicated they would like to take another four-week course, and approximately the same proportion of the faculty said they would like to teach another four-week course.

5. *The pace at which course material was taught was appropriate and I I was able to comprehend the material within the four-week period (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	1st:	19%	55%	11%	11%	3%	874	
	2nd:	19%	57%	9%	13%	2%	475	

About three-fourths of the students in the first four-week term and the second four-week term agreed that they could comprehend the course material in the four-week time period.

6. *Academic achievement in four-week courses is about as high as in eight-week courses (students only).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	1st:	21%	42%	15%	17%	5%	872	
	2nd:	21%	41%	17%	16%	5%	474	

Over three-fifths of the students in both four-week terms agreed that their academic achievement was as high in the four-week course as in an eight-week course.

Summary of the First and Second Four-Week Summer Terms

Students and faculty believed that course material was adequately covered in four weeks. The majority of students felt that the workload required in the four-week summer session was not excessive, that the pace of the course was appropriate for comprehension, and that their academic achievement was as high as in eight-week courses. Faculty, on the other hand, tended to agree that workload was excessive and that students did not have more time to concentrate on course material, but they were still satisfied enough to teach another four-week course.

The Eight-Week Summer Term, 1975

1. *This eight-week course allowed the student more time to concentrate on the subject than a traditional semester length course.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	7%	34%	24%	29%	7%	246	
FACULTY	75:	--	13%	26%	48%	13%	23	

More students agreed than disagreed (41% to 36%) that eight-week courses allowed them enough time to concentrate on the subject (note that 24% were neutral). Faculty, however, disagreed (61%) with this statement.

2. *The workload required in this class was excessive for the eight-week period (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	4%	18%	22%	48%	8%	250	
FACULTY	75:	4%	26%	22%	48%	--	23	

Neither group believed that the course workload was excessive for eight-weeks, although a higher proportion of students disagreed (56%) than faculty (48%) with this statement.

3. *The material intended for this course was adequately covered in the eight-week period.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	10%	57%	11%	16%	6%	249	
FACULTY	75:	4%	78%	4%	13%	--	23	

The response of both groups was clearly affirmative that course material was adequately covered in eight-weeks, i.e.; 67% of the students and 82% of the faculty agreed.

4. *I was satisfied enough with this eight-week course that I would like to do another.*

	STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT 75:	20%	46%	17%	13%	5%	248	
FACULTY 75:	26%	44%	13%	8%	8%	23	

Another strong positive response--66% of the students and 70% of the faculty agreed that they would enroll in or teach another eight-week course.

5. *The pace at which the course material was taught was appropriate and I was able to comprehend the material within the eight-week period (students only).*

	STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT 75:	15%	58%	12%	13%	2%	250	

Almost three-fourths (73%) of the students agreed that the course was taught at an appropriate rate and that they could comprehend the material in eight-weeks.

6. *Academic achievement in eight-week courses is about as high as in a traditional semester length course (students only).*

	STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT 75:	16%	45%	15%	19%	6%	250	

A majority of the students (61%) indicated their academic achievement was as high in the eight-week course as in a seventeen-week course.

Summary of the Eight-Week Summer Term

Both faculty and students tended to agree that the class workload in eight-week courses was not excessive, that course material was adequately covered, and that they would like to either enroll in or teach another eight-week course. The majority of students felt the pace of the course and their comprehension of the material were appropriate for the eight-week period and that their academic achievement was as high in an eight-week course as it would have been in a traditional length course. Faculty and students disagreed, however, on the fact that there was more time to concentrate on the subject in the eight-week course than in a seventeen-week course; i.e., students felt there was more time while faculty did not.

When asked what time period they would prefer for the course, assuming it was equally available in any time period, the two groups responded as follows: 76% of the faculty preferred fourteen-weeks, 10% preferred either eight or fourteen, and the remaining responses were distributed among terms of other lengths. Thirty-four percent of the students preferred fourteen-weeks, 27% preferred eight-weeks, 5% preferred four-weeks, and the rest of the students selected other term lengths.

Student Pre-Programming, Fall, 1975 through Fall, 1976

The Mini-Q on student pre-programming was administered four times: fall, 1975 (to approximately 3,500 students); spring, 1976 (to approximately 5,800 students); summer, 1976 (to approximately 240 students); and fall, 1976 (to approximately 410 students). In the table below, the Strongly Agree and Agree responses have been added to provide the percent figure in the "yes" column.

TABLE 1 STUDENT PRE-PROGRAMMING Fall, 1975 - Fall, 1976		PER CENT YES
1. The new schedule is flexible enough to get the courses I need.	FL 75: SG 76: SM 76: FL 76:	66% 62% 63% 64%
2. The new registration system is better than the old system in the gym.	FL 75: SG 76: SM 76: FL 76:	* 67% 78% 83%
3. I am receiving enough advising to make a good program plan.	FL 75: SG 76: SM 76: FL 76:	73% 63% 61% 61%
4. There are enough classes offered at the hours convenient for my schedule.	FL 75: SG 76: SM 76: FL 76:	38% 41% 43% 35%
5. All things considered, the new UWO schedule and calendar are better than the old one.	FL 75: SG 76: SM 76: FL 76:	65% 52% 60% 69%

FL = fall; SG = spring; SM = summer

Approximately two-thirds of the students who filled out the questionnaire each of the four times agreed that the new schedule is flexible enough to get the courses they need. The percent who believed that the new registration system was better than the old system in the gym increased steadily from 67% in spring, 1976 to 83% in fall, 1976. However, the percent of those who agreed that they received enough advising to make a good program plan, although still basically affirmative, decreased from 73% in fall, 1975 to 61% in fall, 1976. The

*The Mini-Q for fall '75 pre-programming did not include this item.

responses to the question of whether enough classes were offered at hours convenient for student schedules were generally negative, i.e., only between 35% and 43% agreed.

The majority of students agreed that, all things considered, the new UW-O schedule and calendar were better than the old one, but the figures varied from term to term (from 52% to 69%).

Although students were apparently not satisfied that enough classes were scheduled for their convenience, their overall attitudes toward the new system of registration were positive.

Faculty Appointments--Summer 1975 and 1976

The Mini-Q on faculty summer appointments was administered twice, in September, 1975 and 1976. The questionnaire form was sent to all faculty both times; approximately 210 responded the first time and approximately 275 responded the second time. The form contained the following six statements:

1. My summer compensation was fair and satisfactory.
2. I prefer the "old" system (pre-1975) of summer employment.
3. My teaching effectiveness improved as a result of this summer's assignments.
4. The concept of CAS for faculty development is worthwhile.
5. My professional time was effectively applied in summer, 1975/76.
6. Colleague attitudes toward faculty development under CAS has been generally favorable.

In addition to indicating their agreement or disagreement with these statements, respondents were also requested to indicate their major professional activities for the summer by marking one of the following categories:

Teaching for CAS
Teaching as part of load
Research supported by CAS
Curriculum development supported by CAS
Activities supported by extramural sources
Overload

Responses to the Mini-Q's six statements were broken down according to the six categories of professional activities just listed; these figures, given in percentages, appear in Table 2, p. 21.

With regard to the question about satisfaction with summer compensation, the most positive responses came from faculty receiving CAS for research (74% to 50%) or curriculum development (62% to 72%). Those with an overload or receiving extramural funding changed their attitudes between 1975 and 1976 (31% agreement changed to 49% agreement for overload and 44% agreement changed to 70% agreement for extramural funding faculty) Faculty teaching as part of load and CAS teaching were generally negative (about 70% of the former groups disagreed both summers and about 46% of the latter groups disagreed both summers).

TABLE 2: RESULTS OF MINI-Q'S FOR FACULTY SUMMER APPOINTMENTS, 1975 AND 1976*

1. My summer compensation was fair and satisfactory.

		SA %	A %	N %	D %	SD %	n	χ^2
a. CAS Teaching	75:	3	16	9	31	40	67	
	76:	2	22	4	21	51	81	
b. Teaching-Part of Load	75:	5	29	19	26	21	58	
	76:	6	34	14	22	23	64	
c. CAS Research	75:	37	37	--	16	11	19	
	76:	22	28	15	19	16	32	
d. CAS Curr. Dev.	75:	22	40	4	16	18	45	
	76:	19	53	6	10	12	51	
e. Extramural Funded Act.	75:	22	22	17	9	30	23	
	76:	30	40	5	20	5	20	
f. Overload	75:	--	31	15	31	23	13	
	76:	22	29	14	21	14	14	

2. I prefer the "old" system (pre 1975) of summer employment.

		SA %	A %	N %	D %	SD %	n	χ^2
a. CAS Teaching	75:	54	16	15	12	3	67	
	76:	49	19	13	12	8	78	
b. Teaching-Part of Load	75:	42	15	18	18	7	60	
	76:	32	16	27	17	8	63	
c. CAS Research	75:	17	28	11	22	22	18	
	76:	12	12	22	13	41	32	
d. CAS Curr. Dev.	75:	16	14	23	28	19	43	
	76:	8	15	21	26	30	47	
e. Extramural Funded Act.	75:	26	26	26	13	9	23	
	76:	23	13	18	23	23	22	
f. Overload	75:	17	--	50	33	--	12	
	76:	29	14	14	29	14	14	

3. My teaching effectiveness improved as a result of this summer's assignments.

		SA %	A %	N %	D %	SD %	n	χ^2
a. CAS Teaching	75:	3	9	45	32	11	65	
	76:	4	23	41	19	14	79	
b. Teaching-Part of Load	75:	5	18	51	16	10	61	
	76:	10	21	38	21	11	63	
c. CAS Research	75:	25	35	25	15	--	20	
	76:	13	53	28	--	6	32	
d. CAS Curr. Dev.	75:	14	40	35	9	2	43	
	76:	26	43	20	9	2	46	
e. Extramural Funded Act.	75:	19	29	29	19	5	21	
	76:	26	22	35	17	--	23	
f. Overload	75:	--	25	50	8	17	12	
	76:	31	9	15	38	8	13	

4. The concept of CAS for faculty development is worthwhile.

		SA %	A %	N %	D %	SD %	n	χ^2
a. CAS Teaching	75:	18	53	10	12	7	68	
	76:	30	35	13	7	15	80	
b. Teaching-Part of Load	75:	31	37	23	2	8	62	
	76:	32	39	15	6	8	62	
c. CAS Research	75:	60	35	--	--	5	20	
	76:	63	25	3	3	6	32	
d. CAS Curr. Dev.	75:	59	36	--	2	2	44	
	76:	49	35	10	--	6	51	
e. Extramural Funded Act.	75:	35	57	4	--	4	23	
	76:	39	35	8	9	9	23	
f. Overload	75:	8	67	17	--	8	12	
	76:	43	29	21	--	7	14	

5. My professional time was effectively applied in summer 1975-76.

		SA %	A %	N %	D %	SD %	n	χ^2
a. CAS Teaching	75:	21	53	6	16	4	68	
	76:	30	42	17	6	5	81	
b. Teaching-Part of Load	75:	29	39	16	11	5	62	
	76:	21	59	6	10	5	63	
c. CAS Research	75:	53	42	5	--	--	19	
	76:	66	28	6	--	--	32	
d. CAS Curr. Dev.	75:	36	51	4	4	4	45	
	76:	39	43	6	8	4	51	
e. Extramural Funded Act.	75:	48	32	8	8	4	25	
	76:	61	31	4	4	--	23	
f. Overload	75:	8	50	8	17	17	12	
	76:	43	43	--	--	14	14	

6. Colleague attitudes toward faculty development under CAS have been generally favorable.

		SA %	A %	N %	D %	SD %	n	χ^2
a. CAS Teaching	75:	--	28	30	27	15	67	
	76:	6	23	25	29	16	79	
b. Teaching-Part of Load	75:	8	34	22	27	8	59	
	76:	6	34	34	15	11	62	
c. CAS Research	75:	--	48	33	14	5	21	
	76:	25	38	9	19	9	32	
d. CAS Curr. Dev.	75:	4	51	22	16	7	45	
	76:	8	52	20	8	12	50	
e. Extramural Funded Act.	75:	4	40	28	12	16	--	
	76:	18	35	17	13	17	23	
f. Overload	75:	--	17	58	8	17	12	
	76:	14	36	22	14	14	14	

* The Chi Square test revealed no statistically significant changes between 1975 and 1976 responses.

latter group, was, in fact, the one least satisfied with summer compensation in both 1975 and 1976. The percent of Neutral or No Opinions was low for all six categories responding to this question, indicating that attitudes toward this issue were strong.

There appears to be a shift away from preferring the "old" (pre-1975) system of summer employment. Faculty receiving CAS for curriculum development or research changed from affirmative to negative in 1976 (56% and 54%, respectively, disagreement with the old system). Faculty receiving extramural funding and those teaching as part of load marked a preference for the pre-1975 system the first time this Mini-Q was administered, but in summer, 1976 their responses were more favorable toward the new system. Faculty teaching in summer as an overload had no opinion or were neutral (50%) in 1975, but in 1976 an even proportion (43% preferred the old system to the new system). The group which still indicated a preference for the old system was was that receiving CAS for teaching.

Those receiving CAS for research and curriculum development seemed most convinced that their teaching effectiveness improved as a result of their summer assignments. Faculty teaching as part of load tended to be undecided on this issue, their responses being fairly evenly divided between Agree and Disagree and 50% marking Neutral or No Opinion. Those receiving CAS for teaching were least convinced about the improvement of their teaching effectiveness, although the margin of agreement increased perceptibly between 1975 and 1976 (12% Agree increased to 27%). Forty-eight percent of those receiving extramural funding agreed that their teaching had improved. Those with an overload were split 25% agree vs. 25% disagree in 1975, but in 1976 39% agreed and 46% disagreed about the improvement of their teaching. The percent of Neutral or No Opinion responses to this item tended to be high.

All groups strongly endorsed the concept of CAS for faculty development. Two-thirds or more of each group in both 1975 and 1976 marked agreement with the statement, and the percent of Neutral or No Opinions was low, indicating strongly held attitudes.

Respondents also held strong opinions on the question of whether their professional time was effectively applied in the summer; only a small percentage marked Neutral or No Opinion. Faculty in all categories, except those with an overload, for both years, gave positive responses, approximately three-fourths or more agreeing with the item in 1976.

All groups, except those receiving CAS for teaching or teaching as part of load, believed in 1976 that their colleagues favored faculty development under CAS. Those receiving CAS for teaching expressed the same attitudes in both 1975 and 1976--i.e., approximately 29% agreed and 45% disagreed. Those receiving CAS for research or extramural funds or those with an overload shifted from a negative response in 1975 to a positive one in 1976.

Summary of Faculty Summer Appointments

A clear majority of the faculty who returned the Mini-Q's on Faculty Summer Appointments (the exception being those with an overload in 1975) believed that their time had been effectively applied in the summers of 1975 and 1976 and that the concept of CAS for faculty development is worthwhile. Moreover, all groups except those receiving CAS for teaching agreed that their colleagues also favor faculty development under CAS. Those receiving CAS for research and curriculum development gave positive responses to the remaining items on the questionnaire: they agreed that their summer compensation was fair and satisfactory; that they did not prefer the pre-1975 system of summer employment; and that their teaching effectiveness had improved as a result of their summer assignments. In contrast, those receiving CAS for teaching or teaching as part of load gave predominantly negative responses to these same items. Those receiving extramural funding said they believed their summer compensation was fair and satisfactory, agreed more than disagreed that their teaching effectiveness had improved as a result of their summer assignments, and shifted from negative to positive on the question of preferring the pre-1975 system of summer employment--i.e., in 1976 their scores indicated that they did not prefer the "old" system. Those with an overload originally disagreed that their summer compensation was fair and satisfactory, but shifted to agreement in 1976; they remained negative on the issue of improvement of teaching effectiveness and in 1976 were evenly divided on the matter of the pre-1975 system of summer employment.

B. Calendar Reform Attitude Survey

This local instrument for collecting internal evidence on the effects of the new calendar was designed by the Office of Planning and Institutional Research and approved by the Calendar Evaluation Committee. Some items were taken from the 1972 Self-Study Survey and others were developed by members of the committee. This local survey yielded information on attitudes toward unique features of UW-O's environment and toward calendar reform.

The survey's questionnaire was administered twice, along with the Institutional Functioning Inventory (IFI) and the Institutional Goals Inventory (IGI), in the following manner. A 10% random sample of students (approximately 1,000), all 550 faculty, and all administrators having positions comparable to department heads and above (approximately 100) were asked to complete these various questionnaires. The exact number of each population which responded to each instrument is given in data provided below.

The questionnaire consisted of fifty statements to which the respondents were asked to express their views according to a five-point graduated scale ranging from Strongly Agree to Strongly Disagree. There were

two versions of the survey, one for students and another for faculty and administrators. The reason for the different versions is that twenty of the instrument's 50 items related to issues of specific concern to the respective groups--e.g., the student version contained questions on the courtesy and efficiency of various student services, such as the Health Center and the Financial Aids Office. The faculty/administrator version contained several questions on CAS (Compensation for Additional Service), about which students presumably had little knowledge.

For the purposes of this discussion, the items in the survey have been separated into "General University" and "Calendar Related." The commentary is confined to the calendar related issues.[11] They have been grouped according to similarity of subject, which is indicated in the captions below.

The data for the results to the Calendar Reform Attitude Survey are presented in the same manner as the data for the Mini-Q's. That is, a data table accompanies each item; the table shows the full distribution of responses (in percents) to each of the five possible categories--i.e., Strongly Agree, Agree, Neutral or No Opinion, Disagree, and Strongly Disagree--and the total number of respondents. Not all groups responded to each item because of the differences in the two versions of the survey. Asterisks indicate statistically significant changes or differences in attitudes between 1975 and 1976 according to the mathematical test known as Chi Square (see page 5 for an explanation of the test and of its computation herein).

Continuous Registration

1. *Continuous Registration, where students may enroll anytime during a semester, is more efficient than a traditional registration system.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	26%	35%	16%	18%	6%	284	**
	76:	54%	25%	14%	6%	1%	170	
FACULTY	75:	6%	20%	27%	30%	17%	350	**
	76:	18%	20%	31%	20%	11%	315	
ADMIN.	75:	7%	23%	34%	26%	10%	95	*
	76:	19%	37%	19%	18%	7%	57	

[11] Responses to the General University Items appear in Appendix A.

* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

** Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Students were strongly in favor of continuous registration; in 1975, 61% agreed that the new system was more efficient than the traditional one, and this percent rose to 79% in 1976. Initially, many faculty were not in favor (47% disagreed) of, or had no opinion (27%) about, the new system; however, by 1976, more faculty agreed (38%) than disagreed (31%) that continuous registration was more efficient than the old system. Administrators registered the biggest change in opinion toward continuous registration; whereas in 1975 only 30% agreed and 34% were neutral that the new system would be more efficient, in 1976 56% agreed and only 19% were neutral.

Centralized Advising

2: *Undergraduate centralized advising, where all students come to one location, is more effective than the decentralized system.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	7%	25%	31%	27%	9%	283	**
	76:	12%	36%	39%	11%	2%	170	
FACULTY	75:	8%	18%	29%	28%	16%	350	**
	76:	5%	25%	34%	19%	17%	313	
ADMIN.	75:	14%	30%	24%	16%	16%	96	*
	76:	22%	47%	21%	7%	3%	58	

Some changes of opinion also occurred with regard to undergraduate centralized advising. In 1975, students were fairly evenly divided in their attitudes about the effectiveness of the new system (32% agreed, 36% disagreed, and 31% had no opinion), but in 1976 48% agreed, 13% disagreed and 39% had no opinion. Faculty opinion also shifted toward the affirmative, but by a smaller margin, i.e., 26% agreed in 1975 and 30% agreed in 1976; however, about a third had no opinion. Administrators, who were initially in favor of centralized advising, confirmed their opinion rather dramatically; the percent of agreement increased from 44% to 69%.

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

** Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Short-Term Courses

3. *Students prefer "short-term" courses (three or seven weeks) rather than fourteen-week courses.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	12%	24%	29%	26%	9%	283	**
	76:	5%	17%	18%	36%	24%	170	
FACULTY	75:	2%	10%	40%	35%	13%	347	**
	76:	1%	6%	25%	41%	27%	314	
ADMIN.	75:	1%	15%	37%	41%	6%	97	
	76:	3%	10%	31%	40%	16%	58	

4. *The short-term courses (three or seven weeks) are effective in meeting students' academic program needs.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	11%	48%	23%	14%	4%	283	**
	76:	7%	49%	12%	18%	14%	170	
FACULTY	75:	3%	32%	39%	18%	8%	349	**
	76:	5%	28%	25%	24%	18%	312	
ADMIN.	75:	8%	45%	34%	13%	--%	96	
	76:	6%	36%	29%	24%	5%	58	

5. *Students find short-term (three or seven-weeks) courses more stressful than full semester (fourteen-weeks) courses (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	18%	35%	21%	22%	4%	282	*
	76:	29%	34%	15%	16%	6%	170	
FACULTY	75:	23%	35%	20%	18%	4%	349	**
	76:	34%	39%	20%	5%	2%	315	
ADMIN.	75:	18%	35%	18%	26%	3%	97	
	76:	21%	48%	19%	12%	--%	57	

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Attitudes toward short-term courses reflect a shift to the negative between 1975 and 1976. Both faculty and administrators originally disagreed or indicated no opinion that students would prefer short-term courses over fourteen-week courses; however, the extent of their disagreement increased by 1976. By 1976, 68% of the faculty and 56% of the administrators disagreed that students preferred short-term courses. Student opinion was originally evenly divided on this issue, but in 1976 attitudes shifted so that 60% disagreed and only 22% agreed that they (students) preferred short-term courses to fourteen-week courses.

All three groups appeared unconvinced that short-term courses were effective in meeting students' academic program needs. The majority (about 57%) of students who completed the survey questionnaire agreed with this statement both years. Faculty opinion was predominantly neutral (39%) at first, but shifted markedly toward the negative (42%) by the end of 1976. Almost a third of the administrators had no opinion about this item, but those who did had more of a positive attitude than negative toward short-term courses.

All three groups originally believed that students would find short-term courses more stressful than full semester courses. After a year of calendar operation this belief was confirmed; i.e., more students, faculty, and administrators agreed with this statement in 1976 than in 1975.

The students and faculty who responded to this item on the Calendar Reform Attitude Survey included those who had enrolled in or taught short-term courses as well as those who had not. This point is raised here because the responses to the Mini-Q's dealing with short-term courses, which were filled out by only those either enrolled in or teaching these courses, are more positive than the responses cited above.

Calendar Flexibility (Items 6 through 12 were answered by students only.)

6. *The new modular calendar is increasing student opportunities for gaining a higher education.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	7%	43%	30%	18%	2%	284	
	76:	5%	43%	24%	20%	8%	170	

7. *Student opportunities for planning their academic programs in advance are improved with the new calendar provisions.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	7%	58%	19%	13%	3%	284	
	76:	9%	49%	20%	16%	6%	170	

8. *The modular calendar is not changing my plans to complete a degree earlier than originally planned (negatively stated).*

STUDENT		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
	75:	19%	40%	24%	13%	4%	283	**
	76:	9%	61%	17%	8%	5%	169	

9. *The new calendar's flexibility has little impact on a student's decision to transfer here (negatively stated).*

STUDENT		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
	75:	2%	22%	27%	42%	7%	282	
	76:	5%	23%	21%	38%	13%	169	

10. *Calendar flexibility improves student opportunities for involvement in important decision-making processes.*

STUDENT		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
	75:	7%	23%	41%	24%	5%	283	
	76:	8%	29%	29%	27%	7%	170	

11. *Part-time employment prospects are not increased with the new calendar option (negatively stated).*

STUDENT		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
	75:	6%	23%	26%	38%	7%	284	
	76:	6%	25%	20%	41%	8%	170	

12. *Study, work or travel options are more viable under the new calendar than under the old calendar.*

STUDENT		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
	75:	20%	56%	16%	6%	2%	284	
	76:	21%	52%	8%	14%	5%	169	

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*Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Student attitudes about calendar flexibility were favorable overall. A majority agreed that the new modular calendar was increasing student opportunities for gaining a higher education (about 50%) and for planning their academic programs in advance (about 62%) and providing more viable options for study, work or travel than the old calendar (about 75%). By disagreeing with two negatively stated items, students tended to agree that part-time employment prospects increased under the new calendar (about 47%), and the calendar evidently had an impact on student decisions to transfer here (about 50%).

Two items, however, received predominantly neutral or less positive responses than the items above. Student reactions were split on the calendar's offering more opportunities to become involved in the decision-making processes, i.e., about a third were positive, a third were neutral, and a third were negative. After one year of calendar implementation, the majority (70%) of students agreed that they had not changed their plans to complete a degree earlier than originally planned.

Curricular Innovation

13. *There is a greater variety of educational approaches which emphasize student individual needs and learning styles being developed now at UW-O.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	12%	52%	25%	9%	2%	284	
	76:	6%	54%	23%	16%	1%	170	
FACULTY	75:	12%	55%	24%	5%	3%	347	*
	76:	8%	51%	25%	10%	6%	311	
ADMIN.	75:	15%	70%	8%	7%	--	93	*
	76:	7%	41%	3%	38%	10%	58	

14. *The modular calendar is encouraging the planning and development of innovative programs.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	11%	50%	21%	12%	6%	350	**
	76:	8%	39%	20%	21%	12%	315	
ADMIN.	75:	13%	62%	13%	10%	2%	97	*
	76:	5%	60%	9%	21%	5%	57	

* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

** Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

15. *The calendar plan is motivating faculty to increase the number of interdisciplinary courses.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	2%	25%	47%	21%	5%	345	
	76:	2%	19%	44%	27%	8%	313	
ADMIN.	75:	1%	33%	51%	13%	2%	96	
	76:	--	26%	52%	21%	1%	58	

16. *The calendar plan is increasing the feasibility and flexibility for offering field experience courses.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	13%	49%	27%	5%	6%	347	**
	76:	9%	33%	30%	13%	15%	314	
ADMIN.	75:	14%	65%	13%	5%	3%	97	*
	76:	3%	53%	30%	9%	5%	57	

17. *The new calendar is increasing the number and variety of variable-credit courses offered.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	9%	52%	26%	10%	3%	284	*
	76:	9%	47%	18%	18%	7%	169	
FACULTY	75:	11%	63%	18%	6%	2%	349	**
	76:	11%	47%	28%	9%	5%	311	
ADMIN.	75:	16%	59%	18%	7%	--	94	
	76:	7%	64%	24%	5%	--	58	

18. *There is a lack of interest in devoting professional time to innovative curriculum development even though there is CAS support (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	4%	25%	33%	34%	4%	346	
	76:	8%	27%	30%	32%	3%	311	
ADMIN.	75:	1%	27%	40%	30%	2%	95	
	76:	4%	26%	35%	33%	2%	57	

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

19. *A non-traditional delivery system (e.g., auto-tutorial) has influenced my decision to take a specific course.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	5%	19%	37%	33%	6%	284	
	76:	5%	25%	35%	30%	5%	169	

The question of the calendar's effect on innovation elicited positive reactions originally, but they became less positive after the first year. The majority of all groups felt that there was a greater variety of educational approaches being developed at UW-O and that the calendar was encouraging the planning and development of innovative programs, but the proportion of agreement dropped by 1976. Administrators and faculty reactions about the calendar's motivating faculty to increase the number of interdisciplinary courses were difficult to analyze because approximately half of each group had no opinion.

Faculty and administrators did agree that the calendar was increasing the number of field experience courses; however, they did so to a lesser extent in 1976 than in the preceding year. Similarly, students and faculty strongly agreed that the new calendar increased variable-credit courses, but the margin of agreement dropped by the end of 1976; administrators, however, consistently agreed with this statement.

While it appears students were ambivalent (over a third gave a neutral response) about non-traditional delivery systems, there has been a slight increase in their acceptance of these systems. The negatively stated item, "There is a lack of interest in devoting professional time to innovative curriculum development even though there is CAS support," produced such a variety of faculty and administrator responses that no interpretation can be made.

Effects on Quality of Instruction

20. *New and revised courses are generally improving in quality under calendar reform.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	5%	45%	35%	12%	3%	284	*
	76:	6%	39%	27%	23%	5%	169	
FACULTY	75:	4%	24%	38%	20%	14%	349	
	76:	3%	20%	34%	25%	18%	315	
ADMIN.	75:	5%	34%	39%	19%	3%	96	
	76:	--	30%	49%	21%	--	57	

*Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

21. *There will be an increased effectiveness of instruction as a result of recent faculty development activities and programs brought into being through calendar reform.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	3%	22%	40%	23%	12%	350	*
	76:	6%	20%	31%	24%	19%	315	
ADMIN.	75:	1%	39%	35%	21%	4%	96	
	76:	--	39%	40%	19%	2%	57	

22. *The calendar plan encourages faculty to plan and to employ better delivery systems or instructional strategies in their courses.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	6%	30%	28%	26%	10%	348	**
	76:	4%	29%	18%	28%	21%	313	
ADMIN.	75:	2%	51%	28%	14%	5%	96	
	76:	4%	49%	21%	21%	5%	57	

23. *Innovative delivery systems used at UW-O (e.g., auto tutorial, multi-media) permit the same amount of course depth as the traditional instruction delivery system (e.g., lecture, lab).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	7%	28%	31%	29%	5%	284	*
	76:	5%	21%	28%	35%	11%	169	
FACULTY	75:	5%	19%	25%	29%	22%	350	**
	76:	5%	16%	21%	32%	26%	315	
ADMIN.	75:	10%	38%	23%	21%	8%	95	
	76:	3%	32%	21%	37%	7%	57	

24. *The modular calendar may have a negative long-term effect on the scheduling of department course offerings (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	12%	30%	35%	20%	3%	350	**
	76:	22%	27%	27%	20%	4%	314	
ADMIN.	75:	4%	20%	42%	31%	3%	97	
	76:	6%	21%	35%	31%	7%	58	

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

There was considerable discrepancy in the attitudes toward the effects of the calendar on quality of education. Students believed, although less so in 1976, that "new and revised courses are improving in quality." Faculty responses, on the other hand, were evenly divided in both 1975 and 1976, with a third agreeing, a third having no opinion, and a third disagreeing with the statement. Administrator reactions tended to be similar to student opinions on this item. All three groups, however, had a high percentage of its members indicating a Neutral or No Opinion response to whether or not the quality of courses has improved under the calendar.

The item "there will be an increased effectiveness of instruction as a result of recent faculty development activities and programs" elicited a high proportion (31%-40%) of Neutral or No Opinion responses from faculty and administrators. Therefore no conclusion for either year can be made about this item.

Faculty were undecided in 1975 that "the calendar plan encouraged faculty to plan and to employ better delivery systems or instructional strategies", but in 1976 almost a majority (49%) disagreed with the item. Administrators, however, felt that the calendar was encouraging faculty to use non-traditional instructional strategies.

All three groups became less convinced that innovative delivery systems permit the same amount of course depth as traditional delivery systems. Student attitudes about this topic shifted from 34% disagreement in 1975 to 46% disagreement in 1976. Almost half (48%) of administrators in 1975 agreed that innovative systems provided the same depth as traditional courses, but by 1976 only a third (35%) believed this was the case. Over half the faculty both years disagreed with this statement.

The majority (49%) of faculty felt the calendar may have a negative effect on course scheduling, while administrators tended to disagree (about 36%). A large proportion (27%-42%) responded in the Neutral or No Opinion category to this item both years, which makes a conclusion difficult.

Faculty Development

25. *The availability of the CAS funds will allow faculty to grow in professional vitality.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	14%	36%	31%	11%	8%	346	*
	76:	18%	35%	22%	15%	10%	315	
ADMIN.	75:	18%	40%	29%	10%	3%	97	
	76:	11%	49%	33%	5%	2%	57	

*Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

26. *The procedure used in evaluating CAS "curriculum projects" is fair.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	6%	20%	53%	10%	11%	346	**
	76:	3%	23%	42%	16%	16%	311	
ADMIN.	75:	5%	25%	58%	7%	5%	97	
	76:	--	26%	67%	4%	3%	57	

27. *The procedure used in evaluating CAS "research projects" is fair.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	6%	22%	50%	12%	10%	348	**
	76:	6%	22%	37%	18%	17%	315	
ADMIN.	75:	9%	32%	49%	4%	6%	96	
	76:	5%	23%	63%	2%	7%	57	

28. *The idea of a "Faculty College" where faculty take courses to update their professional competency, learn about new instructional technology and broaden their general education experiences is sound.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	48%	38%	12%	1%	1%	284	
	76:	48%	39%	12%	1%	--	170	
FACULTY	75:	30%	37%	17%	8%	8%	350	
	76:	31%	38%	14%	7%	10%	315	
ADMIN.	75:	41%	41%	14%	2%	2%	97	
	76:	35%	49%	11%	5%	--	57	

29. *The idea of a "needs program" where faculty study problems of immediate interest to the university is a sound one.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	11%	46%	31%	9%	3%	349	
	76:	11%	48%	30%	8%	3%	315	
ADMIN.	75:	15%	62%	18%	4%	1%	96	
	76:	7%	65%	19%	9%	--	58	

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

30. *The idea of an "off-campus program" where faculty receive CAS funds for tuition and travel to support professional development activities is a sound one.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	21%	48%	17%	9%	5%	347	
	76:	27%	47%	11%	10%	5%	315	
ADMIN.	75:	12%	57%	20%	7%	4%	96	
	76:	12%	60%	16%	9%	3%	57	

31. *CAS institutes add an exciting dimension to the UW-O environment.*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	8%	29%	42%	13%	8%	346	
	76:	8%	28%	29%	19%	16%	313	**
ADMIN.	75:	7%	38%	43%	9%	3%	96	
	76:	7%	42%	38%	10%	3%	58	

32. *Establishment of "University Institutes" where faculty and students concentrate on interdisciplinary problems to revitalize upper-level instruction will not increase inter-departmental program development (negatively stated)*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
STUDENT	75:	2%	10%	46%	34%	8%	283	
	76:	1%	8%	49%	36%	6%	170	
FACULTY	75:	4%	12%	47%	32%	5%	347	
	76:	6%	15%	56%	17%	6%	312	**
ADMIN.	75:	2%	10%	29%	51%	8%	96	
	76:	--	12%	60%	19%	9%	57	**

Attitudes about the Faculty Development Program were very positive among those who had an opinion; i.e., most of the items in this category had a high percentage (29%-63%) of Neutral or No Opinion responses. Both faculty and administrators strongly endorsed the concept of CAS; in 1976, over 50% of the faculty and 60% of the administrators agreed that CAS funds allowed faculty to grow in professional vitality. CAS evaluation procedures, however, had such a large percentage of Neutral or No Opinion reactions that little can be said about the data.

Students, faculty, and administrators were quite enthusiastic about the "Faculty College," "needs program," and "off-campus program." Attitudes toward "Institutes" received predominantly neutral responses since they have not as yet been offered.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Scholarly Activity and Governance

33. *Faculty are less involved in their scholarly activities under the new calendar than before calendar reform (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	8%	19%	38%	32%	3%	348	
	76:	15%	20%	34%	28%	3%	311	
ADMIN.	75:	2%	10%	40%	47%	1%	96	
	76:	5%	5%	55%	33%	2%	57	

34. *Calendar reform is diminishing faculty opportunities for involvement in important decision-making processes (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	8%	15%	45%	28%	4%	348	
	76:	17%	25%	23%	33%	3%	314	**
ADMIN.	75:	4%	7%	33%	52%	4%	97	
	76:	5%	14%	29%	42%	10%	58	*

35. *The new calendar will not increase the efficiency with which faculty organize their professional time (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	13%	29%	36%	19%	3%	349	
	76:	4%	26%	23%	26%	20%	315	
ADMIN.	75:	4%	21%	42%	30%	3%	97	
	76:	--%	28%	45%	22%	5%	58	

All scholarly activity and governance items generally received such a high percentage of Neutral or No Opinion responses that little can be said about the results. In 1976 faculty tended to be split between agreement and disagreement on their involvement in scholarly activities. Administrators who responded felt the calendar did encourage more scholarly activity.

There was less agreement between the faculty and administrators on the effect of the calendar on faculty involvement in decision-making. Faculty believed more in 1976 (42%) than in 1975 (23%) that calendar reform was diminishing their opportunities to be involved in decision-making. The majority of administrators, however, disagreed with this opinion.

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

Faculty appeared to be changing their minds about the calendar's impact on their time. Whereas in 1975 22% of the faculty disagreed that the calendar would not increase the efficiency with which they organized their time, by 1976 46% disagreed with this item. The administrators were evenly divided on this question; almost half had no opinion, while the remainder divided their responses between Agree and Disagree.

Faculty Workload

36. *Teaching loads under the new calendar increase faculty fatigue (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	24%	31%	24%	19%	2%	348	
	76:	36%	38%	12%	12%	2%	314	**
ADMIN.	75:	5%	20%	28%	41%	6%	97	
	76:	7%	29%	35%	22%	7%	58	

37. *Teaching loads under the new calendar are more demanding than they used to be (negatively stated).*

		STRONGLY AGREE	AGREE	NEUTRAL OR NO OPINION	DISAGREE	STRONGLY DISAGREE	n	χ^2
FACULTY	75:	26%	37%	23%	13%	1%	348	
	76:	33%	38%	14%	13%	2%	314	*
ADMIN.	75:	5%	42%	23%	28%	2%	97	
	76:	7%	33%	33%	22%	5%	58	

There was no ambivalence in faculty attitudes about the effect of the calendar on their workloads. They were certain at the outset that the calendar would increase their fatigue and the demands of their teaching load, and after a year of the calendar's operation, these attitudes became stronger (55% to 74% agreement). Administrators also tended to agree that faculty fatigue increased and teaching loads became more demanding under the new calendar, 47% to 40% agreement respectively.

Summary Conclusions on the Calendar Reform Attitude Survey

1. Continuous registration was regarded as more effective than the traditional registration system by the majority of students. Although a large number had no opinion, faculty and administrators' attitudes generally improved toward continuous registration by the end of spring, 1976.

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* Indicates significant change or difference; i.e., .95 certainty that it is due to reasons other than chance.

**Indicates significant change or difference; i.e., .99 certainty that it is due to reasons other than chance.

2. Centralized advising was considered more effective than the decentralized system by most students and administrators who had an opinion by the end of the spring semester, 1976. Faculty were evenly divided on centralized advising--i.e., about a third were neutral, a third positive and a third negative.

3. Attitudes about short-term courses (three or seven weeks) changed between 1975 and 1976. Students, who did not necessarily participate in short-term courses, indicated they preferred fourteen-week courses over short-term courses, and that short-term courses were "more stressful" than fourteen-week courses. However, students also felt short-term courses were effective in meeting their academic program needs.

   Faculty, on the other hand, had predominantly neutral or negative feelings about student preference of short-term courses or short-term courses meeting student academic program needs, and short-term courses being "more stressful" than fourteen-week courses. Administrators tended to view short-term courses the same as faculty, but were generally more positive in their responses to these items.

4. Students strongly supported the new calendar's opportunities for flexibility. Generally, they felt the calendar improved opportunities for gaining a higher education and planning their academic programs in advance; allowed them to study, work and travel; increased part-time employment prospects; and influenced a student's decision to transfer here. Calendar flexibility, however, did not change students' plans to graduate earlier than originally planned or increase their opportunities to be involved in decision-making processes.

5. Calendar related curricular innovation items generally elicited a strong positive response; however, the percent of support decreased between 1975 and 1976. All groups felt there was a greater variety of educational approaches being developed; that innovative programs are being planned and developed; that more field experience courses are being offered; and that variable-credit courses are increasing in number and variety. There were too many Neutral or No Opinion responses to items on non-traditional delivery systems, interdisciplinary courses, and professional time commitment to innovative curriculum to draw conclusions.

6. Calendar effects on quality of instruction showed mixed reactions from students, faculty, and administrators. Several items measuring this factor received large percentages of neutral responses, thus making conclusions impossible. Those items which showed a clear opinion indicated faculty did not feel the calendar plan encouraged them to employ better delivery systems, while administrators felt it did.

The majority of the faculty thought that innovative delivery systems were not as effective as a traditional lecture format. By 1976 students also tended to disagree with this item. Administrators, on the other hand, were consistently optimistic, although less so in 1976, that new delivery systems permitted the same amount of course depth as traditional instructional delivery systems.

7. Faculty development activities, including CAS funds for professional vitality and specifically the Faculty College, Needs Program, and the Off-Campus Program, received a strong endorsement from faculty and administrators. The Institute Program and CAS evaluation procedures had too many Neutral or No Opinion responses to draw any conclusion.

8. Scholarly activity and governance also received a high proportion of Neutral or No Opinion responses, thus making it difficult to distinguish clear cut agreement and disagreement. With this qualifier in mind, faculty tended to be divided on whether or not they were more involved in scholarly activities after the calendar was initiated. than before and that the calendar has helped them to organize their professional time more efficiently, but they have lost some of their opportunities for being involved in important decision-making processes. Administrators believed faculty have become more involved in scholarly activities, but were split on the issue of faculty more efficiently organizing their professional time. Administrators disagreed with faculty on there being fewer opportunities under calendar reform for faculty involvement in important decision-making processes.

9. Both faculty and administrators agreed that teaching loads have increased faculty fatigue and that teaching loads are more demanding than before calendar reform.

CHAPTER III

ATTITUDINAL EVIDENCE: NATIONAL INSTRUMENTS

Part of the efforts to collect internal evidence on the effects of the new calendar involved instruments intended to measure student, faculty, and administrator attitudes about institutional policies and practices in general, both prior to and during the implementation of the calendar. Two nationally normed instruments were used: the Institutional Functioning Inventory (IFI) and the Institutional Goals Inventory (IGI). These instruments are not intended to prescribe what institutions ought to be or what they ought to do. The IFI and the IGI are, rather, instruments of self-study, designed to help colleges and universities define goals and measure student, faculty, and administrator attitudes about their institution--administrative policies, teaching practices, types of programs, characteristic attitudes of identifiable groups, and so on.

Like the Calendar Reform Attitude Survey, these two questionnaires were completed in spring of both 1975 and 1976 in order to determine if changes had occurred during a year of the calendar's operation. Briefly, they were administered in the following manner. All 550 faculty, 100 administrators, and a 10 percent random sample of students (approximately 1,000) composed the sampling groups each year. The response rate was high. In 1975, 555 or 55% of the students completed the IGI or the IFI; 359 or 65% of the faculty completed the IGI or the IFI; and 87 or 87% of administrators completed both the IGI and the IFI. In 1976, the response rate was lower, but still substantial; 427 or 43% of the students completed the IGI or the IFI; 376 or 68% of the faculty completed the IGI or the IFI; and 45 or 45% of administrators completed the IGI and the IFI.

A. Institutional Functioning Inventory (IFI)

The IFI yields scores on 11 dimensions, or scales, which represent a number of characteristics judged to be of importance in American higher education. By examining responses to the IFI in light of the goals it has set for itself, an institution may identify discrepancies among the attitudes of its various constituencies which suggest possible areas for further study and development. Definitions of the 11 scales appear in Appendix B; these definitions have been paraphrased or quoted briefly in this chapter to indicate their meaning.

The questionnaire consists of 132 items. Respondents receive a score on 11 subsections, or "scales." Since each of the 11 subsections comprises 12 questions, the maximum score for an IFI scale is 12 points.

A positive response to a question is scored 1 point. A negative response is scored zero. A positive response is one which reflects a favorable attitude--e.g., a "yes" to "Foreign films are shown regularly on or near campus"; a "no" to "At the present time there is greater emphasis on departmental planning than on institutional planning." Each respondent's scale score is the number of items answered positively. Scores of individuals are then averaged to give a group mean for the institution.[12]

The Dunnett test has been applied vertically between pairs of different factors, e.g., Freedom, Human Diversity, Democratic Governance. The Dunnett test is a mathematical method of determining if the differences among mean scores are statistically significant. For example, the UW-O student mean score for Intellectual-Aesthetic Extracurriculum in 1975 was 7.96 (see Table 3 below), and that for Freedom was 7.89. According to the Dunnett test, the difference between these mean scores is not statistically significant; i.e., the mean scores for these factors are essentially the same. However, the difference between the mean for Intellectual-Aesthetic Extracurriculum (7.96) and that for Human Diversity (7.03) is statistically significant. Therefore, Human Diversity became the first factor in the second group.

Two attributes are true for each group. (1) There is no statistical difference among the mean scores of the factors in a group--e.g., as the grouping in Table 3 below reflects, the scores for Freedom and Intellectual-Aesthetic Extracurriculum in both 1975 and 1976 did not differ statistically. (2) The largest mean in a group is statistically different from the largest mean in the next group below--e.g., there was a statistically significant difference between the student mean scores for Intellectual-Aesthetic Extracurriculum and Human Diversity in 1975, which is the reason why they have been placed in different groups. The reader should not infer that all means in a particular group are statistically different from all means in the groups either above or below.

The t-test has also been applied to these data to determine if there are statistically significant differences horizontally; i.e., between the mean scores of identical factors. In this chapter the separate rankings are those for 1975 and 1976.

For both the Dunnett test and the t-test, a level of significance which indicates with .99 probability that a difference is due to reasons other than chance was required. An asterisk beside a factor indicates the higher of the two scores which are significantly different.

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[12]Richard E. Peterson, et al., IFI Preliminary Technical Manual (Princeton, N.J.: Educational Testing Service, 1970), p. 9.

Student Attitudes

Students respond to items constituting only the six scales about which it is assumed they have sufficient knowledge to give meaningful answers. Table 3 below shows the rank orders for 1975 and 1976.

TABLE 3

IFI RESULTS: UW-O STUDENTS, 1975-1976
(Rank order of IFI scales is based on mean scores.)

Groups	UW-O Students 1975 (n = 286)		Groups	UW-O Students 1976 (n = 215)	
1.	Intellectual-Aesthetic Extracurriculum	7.96	1.	Freedom	7.86
	Freedom	7.89		Intellectual-Aesthetic Extracurriculum	7.64
2.	Human Diversity	7.03	2.	Human Diversity	6.90
	Undergraduate Learning	6.49		Undergraduate Learning	6.37
	Democratic Governance	6.41		Democratic Governance	5.76
3.	Improvement of Society	5.72	3.	Improvement of Society	5.49

The student rank orderings of the IFI scales did not change between 1975 and 1976. They indicate that students believed this university was most characterized by:

> Intellectual-Aesthetic Extracurriculum: "the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside the classroom;" and
>
> Freedom: "the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community."

On the other hand, students apparently believed that UW-O was least characterized by Concern for Improvement of Society: "the desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America."

Faculty Attitudes

Faculty responded to all eleven IFI scales.

TABLE 4

IFI RESULTS: UW-O FACULTY 1975 AND 1976
(Rank order of IFI scales is based on mean scores.)

Groups	UW-O Faculty 1975 (n = 181)		Groups	UW-O Faculty 1976 (n = 178)	
1.	Meeting Local Needs	8.81	1.	Freedom	9.11
	Freedom	8.67		Meeting Local Needs	9.03
	Innovation	7.91		Innovation	8.52
				Self-Study/Planning	8.42*
2.	Intell. Extracurr. (IAE)	7.25			
	Human Diversity	7.02	2.	Intell. Extracurr. (IAE)	7.87
	Self-Study/Planning	6.65		Human Diversity	7.46*
	Undergraduate Learning	6.53		Undergraduate Learning	7.31
3.	Institutional Esprit	5.53	3.	Institutional Esprit	5.65
	Democratic Governance	4.64		Improvement of Society	5.38
	Improvement of Society	4.52		Democratic Governance	4.40
				Advancing Knowledge	4.29
4.	Advancing Knowledge	3.91			

These results indicate that, in the view of the faculty, the university in both 1975 and 1976 was most committed to Freedom (see definition above) and Meeting Local Needs--i.e., "institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding communities." Also in both years the faculty perceived that the university was least committed to Advancing Knowledge, i.e., "the degree to which the institution emphasizes research and scholarship aimed at extending the scope of human knowledge."

There were, however, some shifts in rank order between 1975 and 1976 which were statistically significant. These shifts involve the increased scores given Self-Study and Planning ("the importance college leaders attach to continuous long-range planning for the total institution and to institutional research needed in formulating and revising plans"), and Human Diversity ("the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes"). The faculty responses show that they believed UW-O had made long-range planning and diversity of ethnic and social backgrounds and attitudes higher priorities in 1976.

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*t-test indicates with .99 certainty that the change from 1975 to 1976 is statistically significant.

Administrators

TABLE 5

IFI RESULTS: UW-O ADMINISTRATORS 1975 AND 1976
(Rank order of IFI scales is based on mean scores.)

Groups	UW-O Administrators 1975 (n = 87)		Groups	UW-O Administrators 1976 (n = 45)	
1.	Freedom	9.73	1.	Freedom	10.44
	Meeting Local Needs	9.69		Meeting Local Needs	9.38
				Self-Study/Planning	9.38*
2.	Intell. Extracurr. (IAE)	8.26		Innovation	8.80
	Human Diversity	7.97			
	Innovation	7.94	2.	Human Diversity	8.14
				Intell. Extracurr. (IAE)	7.73
3.	Self-Study/Planning	6.43		Institutional Esprit	7.22
	Undergraduate Learning	5.99		Undergraduate Learning	6.56
	Institutional Esprit	5.67		Democratic Governance	6.26
	Democratic Governance	5.66			
	Improving Society	5.08	3.	Improving Society	4.56
				Advancing Knowledge	4.00
4.	Advancing Knowledge	4.16			

Like the faculty, the administrators changed their attitudes very little about the value the university is investing in certain objectives. They believed in both 1975 and 1976 that the institution is most concerned with Freedom and Meeting Local Needs, and least concerned with Advancing Knowledge. However, also like the faculty, administrators perceived that Self-Study and Planning became a higher priority in 1976.

SUMMARY OF THE IFI

The rankings of the IFI scales reveal a great deal of consensus among UW-O students, faculty, and administrators--all three groups, for example, would characterize the university most by Freedom and least by Improving Society or Advancing Knowledge. Faculty and administrators, moreover, agreed about which of the IFI scales increased most since 1975: Self-Study and Planning.

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*t-test indicates with .99 certainty that the change from 1975 to 1976 is statistically significant.

As for the relationship between the attitudes reflected in the IFI and the calendar, one could speculate that the flexibility which the calendar allows contributed to the high ranking of Freedom. However, Freedom was rated among the first group of priorities by all three constituencies in 1975, before the calendar went into effect. It seems probable, however, that the higher ranking given to Human Diversity in 1976 by the faculty may be attributed in part to the calendar, and that the higher ranking given Self-Study and Planning by both faculty and administrators reflects activities mandated by the planning process.

B. Institutional Goals Inventory

The IGI provides a means by which individuals and constituent groups can contribute their thinking about desired institutional goals; it does not instruct institutions what to do to reach these goals. The inventory has identified 20 goals or objectives which an institution may seek to achieve--e.g., Intellectual Development, Vocational Preparation, Public Service. Each of these goals is defined in Appendix C; these definitions have been paraphrased or briefly quoted in this chapter to suggest their meaning.

The questionnaire itself consists of 80 items pertaining to the relative importance of the goals as perceived by the respondent. Each item is rated on a graduated five-point scale, from "of no importance" (rated as 1), to "of extremely high importance" (rated as 5). In addition, and most significantly, each item is rated both for the importance it has at the present time ("is important") and for the importance it should ideally have ("should be important"). The Should Be responses are usually higher than Is responses because persons normally believe that any situation can be improved.

The IGI complements the IFI because it adds another dimension to the measurement of attitudes. The IGI asks respondents not only to describe their institution as they perceive it, but also as they would like it to be. This ranking of goals reveals not just whether the institution's various constituencies agree in their perceptions, but in addition whether they consider these perceptions desirable.

TABLE 6

STUDENT RANKINGS OF IGI "IS" GOALS, 1975-1976
(Rank order is based on mean scores.)

Groups	"Is" Ranking 1975 (n = 269)		Groups	"Is" Ranking 1976 (n = 213)	
1.	Academic Development	3.34	1.	Academic Development	3.30
	Freedom	3.13		Freedom	3.06
	Vocational Preparation	3.05		Social Egalitarianism	3.02
	Innovation	3.03		Vocational Preparation	2.97
	Intellectual Orientation	3.00		Innovation	2.95
				Intellectual Orientation	2.94
2.	Accountability/Efficiency	2.97		Advanced Training	2.90
	Advanced Training	2.95		Meeting Local Needs	2.89
	Meeting Local Needs	2.95			
	Social Egalitarianism	2.95	2.	Community	2.88
	Community	2.93		Accountability/Efficiency	2.86
	Democratic Governance	2.90		Cultural/Awareness	2.83
	Intellectual Environment	2.86		Democratic Governance	2.81
	Cultural/Awareness	2.83		Research	2.75
	Research	2.81		Intellectual Environment	2.70
	Individual Development	2.70		Social Activism	2.66
	Public Service	2.66		Individual Development	2.64
	Social Activism	2.65		Public Service	2.59
				Humanism/Altruism	2.46
3.	Humanism/Altruism	2.58			
	Off-Campus Learning	2.39	3.	Off-Campus Learning	2.43
4.	Traditional Religiousness	1.82	4.	Traditional Religiousness	1.79

There were no statistically significant changes between the students' 1975 and 1976 Is rankings. These rank orders indicated that the students consistently perceived that the university gave highest priority to:

> Academic Development: "the acquisition of general and specialized knowledge...and maintenance of high intellectual standards on campus"; and
>
> Freedom: "the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view."

Conversely, the students agreed that the university's lowest priorities were:

Off-Campus Learning: "study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus"; and

Traditional Religiousness: "religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental."

TABLE 7

STUDENT RANKING OF IGI "SHOULD BE" GOALS, 1975-1976
(Rank order is based on mean scores.)

Groups	"Should Be" 1975 (n = 269)		"Should Be" 1976 (n = 213)	
1.	Community	4.16	Community	4.12
	Vocational Preparation	4.14	Vocational Preparation	4.08
	Individual Development	4.09	Individual Development	4.04
	Intellectual Orientation	4.04	Intellectual Orientation	3.98
	Freedom	4.01	Freedom	3.90
	Democratic Governance	3.96	Democratic Governance	3.90
	Intellectual Environment	3.92	Intellectual Environment	3.84
	Academic Development	3.87	Academic Development	3.80
			Accountability/Efficiency	3.74
			Advanced Training	3.73
2.	Advanced Training	3.80		
	Innovation	3.80	Innovation	3.69
	Meeting Local Needs	3.69	Meeting Local Needs	3.64
	Accountability/Efficiency	3.68	Public Service	3.53
	Humanism/Altruism	3.68	Humanism/Altruism	3.51
	Public Service	3.61	Research	3.43
	Social Activism	2.56	Social Egalitarianism	3.37
	Social Egalitarianism	2.53	Social Activism	3.29
	Research	3.46	Off-Campus Learning	3.26
3.	Off-Campus Learning	3.28		
	Cultural/Awareness	3.22	Cultural/Awareness	3.18
4.	Traditional Religiousness	2.26	Traditional Religiousness	2.26

There were no statistically significant changes between the student 1975 and 1976 Should Be listings of the IGI goals. In other words, the students continued to believe that this university should give highest priority to:

Community: "a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication...and mutual trust and respect among students, faculty, and administrators"; and

Vocational Preparation: "offering specific occupational curriculums...programs geared to emerging career fields, opportunities for retraining or upgrading skills."

The students also continued to believe that the university's least important priority Should Be Traditional Religiousness.

Faculty and Administrator Attitudes

The following commentary discusses the combined responses of UW-O faculty and administrators to the IGI. This is necessary because the Educational Testing Service of Princeton, New Jersey, which processed the results, failed to separate the responses of the two groups in its analysis of the data. To separate them now would require another computer run, which the limitations of time make impossible. However, approximately 74% of the responses are those of faculty. To be precise, 178 faculty, or 67%, from a total of 265 faculty and administrators combined completed the IGI in 1975, and 193, or 81%, from a total of 238 completed the questionnaire in 1976.

TABLE 8

FACULTY AND ADMINISTRATOR RANKING OF IGI "IS" GOALS, 1975-1976
(Rank order is based on mean scores.)

"Is" Ranking 1975 (n = 265)			"Is" Ranking 1976 (n = 238)		
Groups			Groups		
1.	Freedom	3.33	1.	Innovation	3.41
	Innovation	3.23		Accountability/Efficiency	3.32
	Accountability/Efficiency	3.13		Freedom	3.26
	Academic Development	3.11		Academic Development	3.08
	Vocational Preparation	2.98			
	Social Egalitarianism	2.96	2.	Vocational Preparation	3.00
				Social Egalitarianism	2.99
2.	Meeting Local Needs	2.93		Meeting Local Needs	2.91
	Intellectual Orientation	2.83		Intellectual Orientation	2.91
	Democratic Governance	2.80		Individual Development	2.76
	Individual Development	2.79		Cultural/Awareness	2.72
	Cultural/Awareness	2.75		Democratic Governance	2.68
	Community	2.73		Intellectual Environment	2.67
	Research	2.73		Community	2.66
	Intellectual Environment	2.72			
	Advanced Training	2.65	3.	Advanced Training	2.59
	Public Service	2.60		Public Service	2.55
	Humanism/Altruism	2.58		Humanism/Altruism	2.53
				Social Activism	2.43
3.	Social Activism	2.53		Research	2.42*
	Off-Campus Learning	2.29		Off-Campus Learning	2.32
4.	Traditional Religiousness	1.50	4.	Traditional Religiousness	1.48

*t-test indicates with .99 certainty that difference between 1975 and 1976 rankings is statistically significant.

According to these responses, faculty and administrators found the priorities of this institution to be essentially the same in both 1975 and 1976. That is, they believed that its highest goals were:

Freedom (see definition above)

Accountability/Efficiency: "concern for program efficiency, accountability to funding sources for program effectiveness"; and

Innovation: "continuous innovation as an accepted way of life; established procedures for readily initiating curricular or instructional innovations."

The two groups also agreed for both years that the university's lowest priorities were Social Activism, Off-Campus Learning, and Traditional Religiousness (see definitions above).

The one goal which, in the opinion of faculty and administrators, decreased in importance was Research ("seeking generally to extend the frontiers of knowledge through scientific research").

TABLE 9

FACULTY AND ADMINISTRATOR RANKING OF IGI SHOULD BE GOALS, 1975-1976
(Rank order is based on mean scores)

"Should Be" Ranking 1975 (n = 265)			"Should Be" Ranking 1976 (n = 238)		
Groups			Groups		
1.	Community	4.31	1.	Community	4.28
	Intellectual Orientation	4.26		Intellectual Orientation	4.20
	Democratic Governance	4.01		Academic Development	4.04
	Intellectual Environment	4.01		Democratic Governance	4.01
	Individual Development	3.99		Intellectual Environment	3.96
2.	Academic Development	3.97	2.	Individual Development	3.84
	Freedom	3.83		Freedom	3.77
	Innovation	3.77		Vocational Preparation	3.67
	Vocational Preparation	3.73		Innovation	3.65
				Meeting Local Needs	3.57
3.	Meeting Local Needs	3.62		Humanism/Altruism	3.52
	Humanism/Altruism	3.61		Accountability/Efficiency	3.49
	Accountability/Efficiency	3.50			
	Public Service	3.44	3.	Cultural/Awareness	3.30
	Cultural/Awareness	3.35		Public Service	3.27
	Social Egalitarianism	3.32		Social Egalitarianism	3.22
	Social Activism	3.32		Advanced Training	3.17
	Advanced Training	3.21		Social Activism	3.16
				Research	3.11
4.	Research	3.14			
	Off-Campus Learning	2.86	4.	Off-Campus Learning	2.79
5.	Traditional Religiousness	1.76	5.	Traditional Religiousness	1.71

These rankings show that UW-O faculty and administrators did not change their minds about what they believed the university's highest goals should be:

> Community: (see definition above);
>
> Intellectual Orientation: "an attitude about learning and intellectual work...the ability to synthesize knowledge from many sources";
>
> Democratic Governance: "decentralized decision-making arrangements...opportunity for individuals to participate in all decisions affecting them"; and
>
> Intellectual/Aesthetic Environment: "a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities";

They also agreed that the university's lowest priorities are what they should be, i.e., Off-Campus Learning and Traditional Religiousness.

SUMMARY OF THE IGI

The high Is rankings given to Freedom, Innovation, Social Egalitarianism, and Meeting Local Needs may be related to the new calendar, and that of Accountability/Efficiency may be related to the planning process. However, the lower Should Be rankings assigned to the same goals on the IGI suggest that students, faculty, and administrators believed that these goals should be de-emphasized in the future

Moreover, all three groups agreed that Community should be the university's highest priority, and all three perceived that its real importance is not currently being addressed.

APPENDIX A

CALENDAR REFORM ATTITUDE SURVEY

Responses to General University Items

APPENDIX A

TABLE 10: SUMMARY OF RESULTS: CALENDAR REFORM ATTITUDE SURVEY, 1975-1976 GENERAL UNIVERSITY ITEMS*

Figures Represent Percents

			PER CENT YES	PERCENT NEUTRAL OR NO OPINION	PER CENT NO
1. I have been generally satisfied with the quality of instruction at UWO.	STU	75:	71	8	23
		76:	71	5	24
2. The quality of education offered at UWO is as good as at any private or public institution in Wisconsin.	STU	75:	60	17	23
		76:	60	12	28
	FAC	75:	43	18	39
		76:	41	16	43
	ADM	75:	42	15	43
		76	49	10	41
3. UWO has a favorable overall reputation.	STU	75.	61	15	24
		76:	54	14	32
	FAC	75:	36	17	47
		76	43	18	39
	ADM	75:	42	22	36
		76:	46	15	39
4. UWO offers an education better than any other state university, i.e., any former WSU institution.	STU	75:	21	54	25
		76:	16	52	32
	FAC	75:	31	48	21
		76:	28	45	27
	ADM	75:	39	36	25
		76:	25	35	40
5. UWO offers a wider variety of courses than most schools in the state.	STU	75:	32	44	24
		76:	26	50	24
	FAC	75:	33	49	18
		76:	29	51	20
	ADM	75:	51	32	17
		76:	47	40	13
6. I feel that as a result of my education, I will be able to make a contribution to society within the realm of my chosen field.	STU	75:	84	11	5
		76:	83	9	8
7. My courses are not preparing me for vocational (career) goals.	STU	75:	17	9	74
		76:	11	15	74
8. The faculty encourage students to think about exciting and unusual careers.	STU	75:	24	26	50
		76:	17	35	48
9. Most students I know at UWO are apathetic about their education.	STU	75:	33	16	51
		76:	28	22	50
	FAC	75:	29	12	59
		76:	31	14	45
	ADM	75:	25	6	69
		76:	28	15	57
10. Students generally enter UWO with poor academic preparation.	STU	75:	22	37	41
		76:	33	32	35
	FAC	[illegible]	58	17	25
		76:	60	21	19
	[illegible]	75:	[illegible]	[illegible]	[illegible]
		76:	47	21	32

Figures Represent Percents

			PER CENT YES	PERCENT NEUTRAL OR NO OPINION	PER CENT NO
11. Students at UWO get their money's worth for their educational dollar.	STU	75:	47	21	32
		76:	46	16	38
	FAC	75:	66	16	18
		76:	59	21	20
	ADM	75:	74	9	17
		76:	75	10	15

12. From direct experience or hearsay, what is your general impression of the courtesy and efficiency with which student problems are taken care of by each of the following areas?

a. Admissions Office	STU	75:	64	21	15
		76:	65	19	15
b. Counseling Center	STU	75:	54	37	9
		76:	57	32	11
c. Financial Aids	STU	75:	34	39	27
		76:	33	34	33
d. Student Housing Office	STU	75:	17	40	43
		76:	26	31	33
e. Library	STU	75:	79	7	12
		76:	83	6	11
f. Placement Office	STU	75:	33	58	9
		76:	32	63	5
g. Reading-Study Center	STU	75:	45	52	3
		76:	52	46	2
h. Registration	STU	75:	51	11	38
		76:	74	5	21
i. Testing Center	STU	75:	43	52	5
		76:	58	37	5
j. Health Center	STU	75:	54	26	20
		76:	58	21	21
k. Dean of Students Office	STU	75:	24	67	9
		76:	16	74	10
13. UWO has made a sincere effort toward developing programs for minority students.	STU	75:	52	39	9
		76:	48	42	10
	FAC	75:	52	32	16
		76:	60	34	16
	ADM	75:	53	16	31
		76:	41	28	31
14. Most faculty pursue their professional activities more than 40 hours per week.	STU	75:	42	34	24
		76:	43	36	21
	FAC	75:	71	15	14
		76:	71	17	12
	ADM	75:	53	16	31
		76:	41	28	31
15. Faculty promotion is based primarily on teaching effectiveness.	STU	75:	17	37	46
		76:	15	32	53
	FAC	75:	13	11	76
		76:	15	12	73
	ADM	75:	19	17	64
		76:	28	27	45
16. I feel free to choose any course that would add to my knowledge.	STU	75:	66	3	31
		76:	71	2	27

*Strongly Agree and Agree responses have been combined in the "yes" column. Strongly Disagree and Disagree have been combined in the "no" column. The Chi Square test was not applied to these data.

Table 10: Summary of Results: Calendar Reform Attitude Survey, 1975-1976
General University Items*

Figures Represent Percents

			PER CENT YES	PERCENT NEUTRAL OR NO OPINION	PER CENT NO
17.	The UNO intellectual milieu is not conducive to professional growth through research.	FAC 75:	64	15	21
		76:	61	17	22
		ADM 75:	54	24	22
		76:	47	38	15
18.	Most professors revise and update their courses at reasonable intervals.	STU 75:	52	26	22
		76:	61	15	24
		FAC 75:	56	28	14
		76:	60	27	13
		ADM 75:	39	35	26
		76:	37	37	26
19.	Most UNO teachers keep up-to-date in their academic discipline.	STU 75:	65	19	16
		76:	67	18	15
		FAC 75:	53	24	23
		76:	50	32	18
		ADM 75:	47	28	25
		76:	50	37	13
20.	Faculty who are active in research add more to a student's education than do professors who are not engaged in research.	STU 75:	51	26	23
		76:	55	28	17
		FAC 75:	47	15	38
		76:	48	17	35
		ADM 75:	40	20	40
		76:	37	25	38
21.	The majority of faculty at UNO are dedicated scholars.	STU 75:	51	30	19
		76:	47	32	21
		FAC 75:	40	27	33
		76:	38	29	33
		ADM 75:	31	30	39
		76:	35	20	45
22.	Faculty I've talked to feel there are no clear "incentive policies" which specify the activities necessary for advancement (promotion, tenure, salary increases).	FAC 75:	65	15	20
		76:	64	16	20
		ADM 75:	60	22	18
		76:	54	33	13
23.	Generally speaking, communication between the faculty and administration is poor.	STU 75:	29	44	27
		76:	38	44	18
		FAC 75:	60	16	24
		76:	67	12	21
		ADM 75:	65	10	25
		76:	45	5	50
24.	The administration makes an effort to find out how students feel about most things.	STU 75:	40	18	42
		76:	37	15	48

Figures Represent Percents

			PER CENT YES	PERCENT NEUTRAL OR NO OPINION	PER CENT NO
25.	The average student has no personal contact with administrators between enrollment and graduation.	STU 75:	69	9	22
		76:	68	9	23
26.	Students would like to informally meet with Chancellor Birnbaum and other administrators more often	STU 75:	73	18	9
		76:	67	25	8
27.	Most professors you know tell students in advance how they will be evaluated in the course.	STU 75:	87	2	11
		76:	86	3	11
		FAC 75:	76	14	10
		76:	75	17	8
		ADM 75:	51	28	21
		76:	38	44	18
28.	Class assignments are often insufficiently clear for students to plan their studies effectively.	STU 75:	35	10	55
		76:	25	18	57
		FAC 75:	20	31	49
		76:	50	38	47
		ADM 75:	35	35	30
		76:	17	68	50
29.	Quizzes and examinations are true evaluations of the knowledge I have gained in my courses.	STU 75:	19	8	73
		76:	27	8	65
30.	Most courses stimulate the interest of students in that subject area.	STU 75:	60	15	25
		76:	61	17	22
		FAC 75:	42	40	18
		76:	45	34	31
		ADM 75:	38	38	24
		76:	45	35	20
31.	Proposed curricular changes seem to be based more on financial considerations than on educational merit.	STU 75:	44	28	28
		76:	62	23	15
		FAC 75:	66	18	16
		76:	65	19	16
		ADM 75:	52	14	34
		76	51	18	31
32.	UNO programs should continue to be specialties in a single discipline rather than move toward the study of interdisciplinary problems.	STU 75:	21	37	42
		76:	25	43	32
		FAC 75:	29	28	43
		76:	36	25	39
		ADM 75:	19	21	60
		76:	27	28	45
33.	Coordinators of advisement have "strongly" encouraged you to take (or experiment with) non-traditional courses	STU 75:	18	24	58
		76:	23	26	51

*Strongly Agree and Agree responses have been combined in the "yes" column. Strongly Disagree and Disagree have been combined in the "no" column. The Chi Square test was not applied to these data.

APPENDIX B

INSTITUTIONAL FUNCTIONING INVENTORY

1. Definition of Scales

2. Comparison of UW-O Responses to National Norms

APPENDIX B

1. Definition of the Scales in the Institutional Functioning Inventory

INTELLECTUAL-AESTHETIC EXTRACURRICULUM refers to the availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom. Colleges with high scores are characterized by their deliberate efforts to encourage intellectual and artistic interests through appearances by leading intellectuals, informal discussion groups, student literary productions, art exhibits, musical presentations, and so forth. Low scores would mean a relative absence of extracurricular opportunities of an intellectual and aesthetic nature.

FREEDOM has to do with academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community. High scores imply that respondents perceive themselves to be essentially free to discuss topics and organize groups of their own choosing, to invite controversial speakers, and to be relatively free of college restrictions on their personal conduct and activities. Low scores suggest an institution that places many restraints on the academic and personal lives of faculty and students.

HUMAN DIVERSITY has to do with the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes. A high score indicates that the college is viewed as having attracted students and faculty of diverse ethnic and social backgrounds, of diverse political and religious attitudes, and of diverse personal tastes and styles. A low score suggests a campus community that is relatively homogeneous in terms of faculty and student backgrounds and beliefs.

CONCERN FOR IMPROVEMENT OF SOCIETY refers to a desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America. A high score implies that many faculty wish to, and do, consult with governmental agencies on social and economic matters, that programs dealing with contemporary social problems exist on campus, that campus authorities are committed to the view that the institution should be actively engaged in working to improve social conditions. Low scores imply some combination of disinterest, parochialism, or conservatism in relation to the existing American Social Order.

CONCERN FOR UNDERGRADUATE LEARNING describes the degree to which the college--in its structure, function, and professional commitment of faculty--emphasizes undergraduate teaching and learning. A high score suggests a faculty generally disposed toward personalized teaching of undergraduates, encouragement of active student involvement in the learning enterprise, and institutional rewards for good teaching. A low score indicates either that undergraduate instruction stands relatively low as an institutional priority, or else the perception that, for whatever reasons, the quality of teaching at the college is generally so[illegible]

DEMOCRATIC GOVERNANCE reflects the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision. High scores signify extensive and meaningful faculty and student involvement in institutional affairs, decentralized decision making, and shared (horizontal) rather than hierarchical (vertical) organizational arrangements. Low scores suggest authoritarianism-authority and power tightly held, typically by an administrative clique, in a "top-down" administrative framework.

MEETING LOCAL NEEDS refers to an institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for trained manpower on the part of local businesses and governmental agencies. High scores indicate availability of adult-education, job-related, and remedial curricula; operation of job-replacement and vocational-counseling services; accessibility of the campus to commuters; and so forth. Low scores indicate a low priority, usually reflecting traditional purposes and functions, given to meeting local area needs.

SELF-STUDY AND PLANNING has to do with the importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans. High scores reflect the perception that long-range planning is a high-priority activity for college officials; that a long-range plan for the institution currently either exists, is being developed, or is being reformulated; and that relevant institutional self-studies are periodically conducted. Low scores indicate a perceived lack of systematic long-range planning and pertinent self-study.

CONCERN FOR ADVANCING KNOWLEDGE reflects the degree to which the institution--in its structure, function, and professional commitment of faculty--emphasizes research and scholarship aimed at extending the scope of human knowledge. High scores signify heavy faculty engagement in scientific research, institutional rewards for academic productivity, and high institutional priority for knowledge-producing activities in general. Low scores indicate a low priority, usually reflecting traditional college purposes, given to research and scholarship.

CONCERN FOR INNOVATION refers, in its highest form, to an institutionalized commitment to experimentation with new ideas for educational practice. A high score reflects the view that senior administrators are receptive to new ideas, that people are encouraged to innovate and experiment at all levels, and that significant changes, in the curriculum, for example, have, in fact, been made in recent years. Low scores could imply traditionalism, complacency, or opposition to change in the college community.

INSTITUTIONAL ESPRIT refers to a sense of shared purposes and high morale among faculty and administrators. High scores reflect a feeling of genuine community (as commitment of shared objectives), loyalty to the institution and satisfaction with its work, open and honest

communication among faculty and administrators, and respect for the competency of administrative leaders. Low scores suggest antagonism among and between faculty and administrators, low faculty estimate of the worth of the college, and poor morale in general within faculty and administrative ranks.

2. Comparison of UW-O Faculty to National Norms

The results of the IFI are accompanied by national norms, which permit a comparison between UW-O attitudes and those of other individuals toward their institutions. The norms consist of the mean scores of 1585 faculty responses to the questionnaire. The faculty were chosen from a representative cross section of 37 different types of institutions of higher education--large and small public universities and colleges in various parts of the United States, and private institutions throughout the country, some Catholic, some Protestant, and many non-denominational. Because the mean scores are those of faculty, this appendix offers for comparison the 1976 responses to the IFI of UW-O faculty only.

TABLE 11

FACULTY RANKING OF IFI SCALES

UW-O Faculty 1976 (n = 178)			National Norms (n = 1585)		
Groups			Groups		
1.	Freedom	9.11	1.	Freedom	9.05
	Meeting Local Needs	9.03*			
	Innovation	8.52	2.	Institutional Esprit	8.51*
	Self-Study/Planning	8.42		Intell. Extracurr. (IAE)	8.49*
2.	Intell. Extracurr. (IAE)	7.87		Undergraduate Learning	8.18*
	Human Diversity	7.46*	3.	Innovation	7.95
	Undergraduate Learning	7.31			
3.	Institutional Esprit	5.65	4.	Self-Study/Planning	7.33
	Improving Society	5.38		Human Diversity	7.11
	Democratic Governance	4.40	5.	Democratic Governance	6.99*
4.	Advancing Knowledge	4.29		Meeting Local Needs	6.86
				Improving Society	6.75*
			6.	Advancing Knowledge	4.50

*t-test indicates with .99 certainty that the difference between the two rankings is statistically significant.

The comparison reveals the following differences between UW-O faculty and the national sample. UW-O faculty rated this institution higher than their national counterparts rated their schools in:

> Meeting Local Needs: "availability of adult-education, job-related, and remedial curricula; operation of job-replacement and vocational-counseling services; accessibility of the campus to commuters"; and
>
> Human Diversity: "attracting students and faculty of diverse ethnic and social backgrounds, of diverse political and religious attitudes, and of diverse personal tastes and styles".

In contrast, UW-O faculty rated this institution below the national average in these respects:

> Institutional Esprit: "feeling of genuine community...loyalty to the institution and satisfaction with its work, open and honest communication among faculty and administrators, and respect for the competency of administrative leaders";
>
> Intellectual-Aesthetic Extracurriculum: "deliberate efforts to encourage intellectual and artistic interests through appearances by leading intellectuals, informal discussion groups...and so forth";
>
> Improving Society: "many faculty wish to, and do, consult with governmental agencies on social and economic matters,...campus authorities are committed to the view that the institution should be actively engaged in working to improve social conditions";
>
> Undergraduate Learning: "a faculty generally disposed toward personalized teaching of undergraduates, encouragement of active student involvement in the learning enterprise, and institutional rewards for good teaching"; and
>
> Democratic Governance: "extensive and meaningful faculty and student involvement in institutional affairs, decentralized decision-making...."

APPENDIX C

INSTITUTIONAL GOALS INVENTORY

1. Definition of Goals
2. Comparison of UW-O Responses to National Norms

APPENDIX C

1. Definition of the Goals in the Institutional Goals Inventory

ACADEMIC DEVELOPMENT: Acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

ACCOUNTABILITY/EFFICIENCY: Use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

ADVANCED TRAINING: The availability of post-graduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

COMMUNITY: Maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

CULTURAL/AESTHETIC AWARENESS: A heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

DEMOCRATIC GOVERNANCE: Decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

FREEDOM: Protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and insuring faculty and students the freedom to choose their own lifestyles.

HUMANISM/ALTRUISM: A respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

INDIVIDUAL PERSONAL DEVELOPMENT: Identification by students of personal goals, development of means for achieving them, and enhancement of sense of self-worth and self-confidence.

INNOVATION: A climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

INTELLECTUAL/AESTHETIC ENVIRONMENT: A rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

INTELLECTUAL ORIENTATION: An attitude about learning and intellectual work. It means familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

MEETING LOCAL NEEDS: Providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

OFF-CAMPUS LEARNING: Time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

PUBLIC SERVICE: Working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

RESEARCH: Doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

SOCIAL CRITICISM/ACTIVISM: Providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

SOCIAL EGALITARIANISM: Open admissions and suitable education for all admitted, providing educational experiences appropriate to the evolving interests of minority groups and women, and offering remedial work in basic skills.

TRADITIONAL RELIGIOUSNESS: A religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional rather than secular or modern.

VOCATION PREPARATION: Offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

2. Comparison of UW-O Responses to National Norms

The results of the IGI are accompanied by national norms, which permit a comparison between UW-O attitudes and those of the national sample. The norms consist of the responses to the IGI by individuals at 16 campuses of the California State University and Colleges--to be exact, 1146 students and 1394 faculty. Although it is useful to compare UW-O responses to those of similar institutions, one should bear in mind that the "national norms" are based on California institutions and may not be fully representative of American higher education.

TABLE 12

STUDENT "IS" RANKING OF IGI GOALS

Groups	UW-O Students 1976 (n = 213)		National Norms (California) (n = 1146)	
1.	Academic Development	3.30	Academic Development	3.24
	Freedom	3.06		
	Social Egalitarianism	3.02*	Accountability/Efficiency	2.90
	Vocational Preparation	2.97*	Freedom	2.89
	Innovation	2.95*		
	Intellectual Orientation	2.94	Advanced Training	2.83
	Advanced Training	2.90		
	Meeting Local Needs	2.89*	Intellectual Orientation	2.78
2.	Community	2.88	Community	2.74
	Accountability/Efficiency	2.86		
	Cultural/Awareness	2.83*	Research	2.66
	Democratic Governance	2.81*	Meeting Local Needs	2.66
	Research	2.75*	Vocational Preparation	2.66
	Intellectual Environment	2.70		
	Social Activism	2.66*	Cultural/Awareness	2.61
	Individual Development	2.64	Intellectual Environment	2.59
	Public Service	2.59		
	Humanism/Altruism	2.46	Social Egalitarianism	2.55
			Democratic Governance	2.53
3.	Off-Campus Learning	2.43*		
			Humanism/Altruism	2.48
			Public Service	2.48
4.	Traditional Religiousness	1.79*	Innovation	2.48
			Individual Development	2.41
			Social Activism	2.39
			Off-Campus Learning	2.06
			Traditional Religiousness	1.59

*t-test indicates with .99 certainty that the differences between UW-O and the national sample are statistically significant.

The rank order of UW-O students indicates that students believed the following goals were higher priorities here than the California students believed they were at their institutions: Social Egalitarianism, Vocational Preparation, Innovation, Meeting Local Needs, Cultural/Awareness, Democratic Governance, Research, Off-Campus Learning, and Traditional Religiousness.

TABLE 13

"SHOULD BE" RANKING OF STUDENTS

UW-O Ranking 1976 (n = 213)			National Norms (California) (n = 1146)		
Groups			Groups		
1.	Community	4.12	1.	Community	4.14
	Vocational Preparation	4.08			
	Individual Development	4.04	2.	Individual Development	4.07
	Intellectual Orientation	3.98			
	Freedom	3.90	3.	Intellectual Orientation	4.04
	Democratic Governance	3.90			
	Intellectual Environment	3.84	4.	Vocational Preparation	3.99
	Academic Development	3.80			
	Accountability/Efficiency	3.74*	5.	Freedom	3.91
	Advanced Training	3.73			
			6.	Democratic Governance	3.87
2.	Innovation	3.69		Intellectual Environment	3.86
	Meeting Local Needs	3.64			
	Public Service	3.53	7.	Advanced Training	3.84
	Humanism/Altruism	3.51		Innovation	3.84
	Research	3.43			
	Social Egalitarianism	3.37	8.	Humanism/Altruism	3.76*
	Social Activism	3.29			
	Off-Campus Learning	3.26	9.	Public Service	3.71
3.	Cultural/Awareness	3.18	10.	Academic Development	3.65
4.	Traditional Religiousness	2.26*	11.	Meeting Local Needs	3.61
			12.	Social Activism	3.55
			13.	Research	3.45
				Accountability/Efficiency	3.43
			14.	Social Egalitarianism	3.40
			15.	Off-Campus Learning	3.35
			16.	Cultural/Awareness	3.30
			17.	Traditional Religiousness	1.94

*t-test indicates with .99 certainty that the differences between UW-O and the national sample are statistically significant.

These listings show that UW-O students believed that Accountability/ Efficiency and Traditional Religiousness should be more important than their California counterparts did, and, conversely, that Humanism/Altruism should be less important than the other group did.

TABLE 14

FACULTY AND ADMINISTRATOR RANKING OF IGI IS GOALS
(Rank order is based on mean scores.)

UW-O Faculty/Administrators 1976 (n = 238)			California Faculty (n = 1394)		
Groups			Groups		
1.	Innovation	3.41*	1.	Academic Development	3.20
	Accountability/Efficiency	3.32			
	Freedom	3.26*	2.	Accountability/Efficiency	3.15
	Academic Development	3.08			
			3.	Freedom	3.07
2.	Vocational Preparation	3.00*			
	Social Egalitarianism	2.99*	4.	Community	2.79
	Intellectual Orientation	2.91*		Democratic Governance	2.76
	Meeting Local Needs	2.91*			
	Individual Development	2.76	5.	Intellectual Orientation	2.75
	Cultural/Awareness	2.72		Vocational Preparation	2.72
	Democratic Governance	2.68			
	Intellectual Environment	2.67	6.	Meeting Local Needs	2.67
	Community	2.66		Individual Development	2.65
				Cultural/Awareness	2.65
3.	Advanced Training	2.59			
	Public Service	2.55	7.	Intellectual Environment	2.60
	Humanism/Altruism	2.53		Innovation	2.59
	Social Activism	2.43		Humanism/Altruism	2.59
	Off-Campus Learning	2.32*		Advanced Training	2.57
4.	Traditional Religiousness	1.48*	8.	Public Service	2.54
			9.	Social Egalitarianism	2.47
			10.	Research	2.43
				Social Activism	2.40
			11.	Off-Campus Learning	2.03
			12.	Traditional Religiousness	1.33

*t-test indicates with .99 certainty that the differences between the two rankings are statistically significant.

UW-O faculty/administrators differed from the national group of faculty in their higher rankings of the following Is goals: Innovation, Freedom, Vocational Preparation, Social Egalitarianism, Intellectual Orientation, Meeting Local Needs, Off-Campus Learning, and Traditional Religiousness. There were no national group scores higher than UW-O scores.

TABLE 15

FACULTY/ADMINISTRATOR "SHOULD BE" RANKING OF IGI GOALS
COMPARED TO NATIONAL NORMS
(Rank order is based on mean scores.)

"Should Be" Rankings UW-O Faculty/Administrators 1976 (n = 238)			"Should Be" Rankings California Faculty (n = 1394)		
Groups			Groups		
1.	Community	4.28	1.	Intellectual Orientation	4.30
	Intellectual Orientation	4.20			
	Academic Development	4.04*	2.	Community	4.26
	Democratic Governance	4.01			
	Intellectual Environment	3.96	3.	Intellectual Environment	4.02
2.	Individual Development	3.84	4.	Academic Development	3.89
	Freedom	3.77		Democratic Governance	3.88
	Vocational Preparation	3.67		Individual Development	3.88
	Innovation	3.65		Freedom	3.88
	Meeting Local Needs	3.57			
	Humanism/Altruism	3.52	5.	Innovation	3.84*
	Accountability/Efficiency	3.49*			
			6.	Humanism/Altruism	3.58
3.	Cultural/Awareness	3.30		Vocational Preparation	3.57
	Public Service	3.27			
	Social Egalitarianism	3.22*	7.	Meeting Local Needs	3.50
	Advanced Training	3.17			
	Social Activism	3.16	8.	Public Service	3.47*
	Research	3.11			
			9.	Cultural/Awareness	3.37
4.	Off-Campus Learning	2.79		Advanced Training	3.34
5.	Traditional Religiousness	1.71*	10.	Research	3.18
				Social Activism	3.16
			11.	Accountability/Efficiency	3.14
			12.	Social Egalitarianism	2.99
			13.	Off-Campus Learning	2.85
			14.	Traditional Religiousness	1.52

*t-test indicates with .99 certainty that the differences between two rankings are statistically significant.

UW-O Faculty/Administrators differed from the California group in that they believed the following goals should be ranked higher: Academic Development, Accountability/Efficiency, Social Egalitarianism, and Traditional Religiousness.

In contrast, the California faculty ranked Innovation and Public Service higher than UW-O faculty did.

APPENDIX D

DESCRIPTIVE DATA

1. Student Credit Hour Production, Fall 1974-76
2. Faculty Development Activities, Spring 1975-Fall 1976
3. Grants, 1975-76

TABLE 16

APPENDIX D

1. Student Credit Hours (SCH) Fall '74 - Fall '76

COLLEGE/SEM.	14/17 Wk.	1st 7 Wk.	2nd 7 Wk.	3 Wk.	Total	% Change
Business						
Fall '74	11850				11850	
Fall '75	10270	913	957	989	13129	+10.8
Fall '76	9936	1065	1097	1300	13398	+ 2.0
Spring '75	11902				11902	
Spring "76	10519	670	534	956	12679	+ 6.5
Nursing						
Fall '74	4281				4281	
Fall '75	765	1663	1704	317	4449	+ 3.9
Fall '76	937	1456	1146	332	3871	-13.0
Spring '75	4614				4614	
Spring '76	1726	1559	1350	88	4723	+ 2.4
Education						
Fall '74	16779				16779	
Fall '75	12815	1062	990	1557	16424	- 2.1
Fall '76	11818	1039	941	895	14693	-10.5
Spring '75	16026				16026	
Spring '76	11231	1781	1510	562	15084	- 5.9
L & S						
Fall '74	94321				94321	
Fall '75	84320	4174	5244	9672	103410	+ 9.6
Fall '76	84120	2416	3794	8843	99173	- 4.1
Spring '75	86985				86985	
Spring '76	79142	2944	4037	4900	91023	+ 4.6

SUMMER '74 - '76

	1st 4 Wks	2nd 4 Wks	8 Wks		Total	% Change
Business						
Summer '74			1510		1510	
Summer '75			1881		1881	+24.6
Summer '76	150	142	1122		1414	-24.8
Nursing						
Summer '74			1477		1477	
Summer '75			679		679	-54.0
Summer '76			437		437	-35.6
Education						
Summer '74			5996		5996	
Summer '75			6380		6380	+ 6.4
Summer '76	1621	1100	2069		4790	-24.9
L & S						
Summer '74			10152		10152	
Summer '75			9953		9953	- 2.0
Summer '76	2542	1516	5122		9180	- 7.8

TABLE 17

FACULTY DEVELOPMENT ACTIVITIES
Spring, 1975 - Fall, 1976

	*Spring 75	*Summer 75	*Fall 75-76	*Spring 76	*Summer 76	*Fall 76-77
1. Research* ($50,000 annually)						
# proposals submitted	57	NA	32	38	NA	36
# proposals approved	39	NA	17	18	NA	21
Total CAS $	$43,772	NA	$30,485	$30,547	NA	$35,054
Total Aux. Support $	$11,920	NA	$ 3,150	$ 3,122	NA	$ 8,579
2. Curriculum Development ($100,000 available each year)						
# proposals submitted	73	NA	78	30	NA	35
# proposals approved	46	NA	11	19	NA	21
Total CAS $	$89,202	NA	$21,188	$73,595	NA	$34,163
Total Aux. Support $	0	NA	0	0	NA	0
3. Faculty College ($50,000 annually for Faculty College, Needs, and Off-campus)						
# of courses	NA	1	10	10	NA	23
# of participants	NA	20	292	192	NA	368
Total CAS $	NA	$7,152	$4,992	0	NA	$3,043
Total Aux. Support $	NA	0	$2,500	$2,500	NA	$7,000
4. Needs						
# of proposals submitted	1	1	3	2	0	0
# of proposals approved	1	0	1	1	0	0
Total CAS $	$8,878	0	$4,411	$1,002	0	0
Total Aux. Support $	0	0	0	0	0	0
5. Off-Campus						
# of proposals submitted	4	2	8	8	3	2
# of proposals approved	3	0	4	6	2	1
Total CAS $	$2,690	0	$2,065	$3,268	$1,267	$490
Total Aux. Support $	0	0	0	0	0	0
6. Institutes						
# of proposals submitted	0	0	0	0	0	2
# of proposals approved	0	0	0	0	0	1
Total CAS $	0	0	0	0	0	**
Total Aux. Support $	0	0	0	0	0	**

*Dates indicate when proposals were submitted.
**Not yet determined

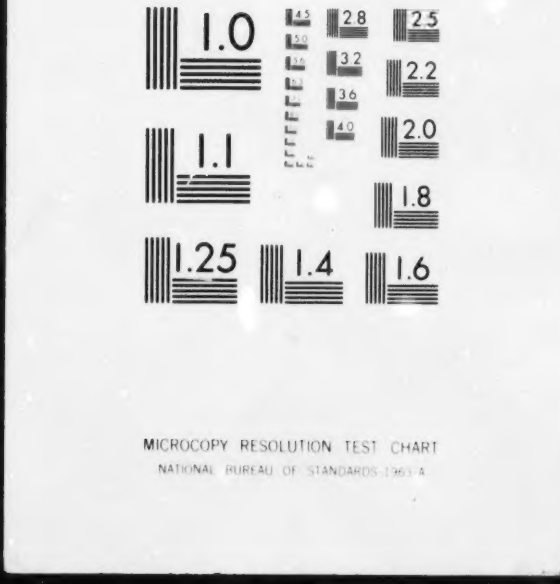
3. Grants, 1973-74 - 1975-76

The dollar amounts below indicate extramural funding according to the year in which the grant was announced and reported to the UW Board of Regents. They do not reflect when the grant application was submitted, when the grant begins, or when the money will be spent.

1973-74	$ 450,758
1974-75	343,422
1975-76	$1,051,038

Of the grants received in 1975-76, the following are directly related to the calendar:

1. $37,498 from FIPSE for Calendar Evaluation
2. $40,000 from FIPSE for the Faculty College
3. $140,500 from Lilly Endowment for evaluation
4. $289,100 for National Science Foundation (CAUSE)
5. $41,000 from Dept. of HEW for Alternative Futures in Social Work


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Materials in Reserve Room of Polk Library

Calendar Paper No. 14

Birnbaum Memo to University Community, 11/7/74

Birnbaum Memo to Evaluation Committee, 11/4/75

Linton Memo to Birnbaum, 12/5/75

Calendar Reform Attitude Survey, Student Version

Calendar Reform Attitude Survey, Faculty/Administrator Version

IFI Questionnaire Booklet

Peterson, Richard E. Preliminary Technical Manual: Institutional Functioning Inventory. Princeton, N. J.: Educational Testing Service, 1970.

Institutional Goals Inventory Questionnaire Booklet

Peterson, Richard E. and Norman P. Uhl. Comparative Data and Bibliography: Institutional Goals Inventory. Princeton, N.J.: Educational Testing Service, 1973.

Appendix F

February 17, 1977
Newsletter #4

To : UW-O Community

From : Michigan Evaluation Project
(Ellen Armstrong, Bob Blackburn, Marie Dykes)

Subject: UW-O Goals and Calendar Revision

As we started our project to evaluate outcomes at UW-O, we collected written and oral statements that expressed goals individuals believed would obtain as a consequence of the calendar revisions that were instituted in June, 1975. In all, twenty-four different expectations were identified. (See the abbreviated statements in the lefthand column of attached chart)

At the same time, our preliminary interviews suggested that different constituencies gave different priorities to some of the goals. Students did not express all the same concerns faculty did, and some administrators appeared to value one aim more than another did.

In order to obtain more precise knowledge about which goals held highest ratings and about the degree of agreement between constituencies, a matrix questionnaire was constructed. Representatives of different groups were asked to rate the importance of each of the 24 goals.* (About half did) Respondents could rate a goal from 1 (highest priority) to 100 (lowest), but each goal had to receive a different score. The instructions said scores of 1-10 were for highest priority goals, 40-60 for average priority, etc. The table below presents the average ratings of all respondents and for three basic subgroups -- faculty, deans, and administrators (academic and service areas). It should be noted that the faculty group consisted of presidents of faculty organizations and a representative from each college. (See Table footnote)

The first three goals listed on the matrix -- attract nontraditional students, achieve fiscal stability, and allow faculty development -- stand apart from the others and attain a top rating from each group for one of the three goals and a second rating from two of the constituencies. At the other end, goals ranked 19th and down by the total group are clearly removed from those in between. At the same time, even the lowest ranking goal scores at the midpoint of average priority. That is, all of the goals are hoped-for accomplishments of the calendar reform; some, however, are judged to be of higher priority than others.

Next, despite different average ratings (and rankings) for several goals, constituencies differ from one another on only two of the goals, when tested statistically. That is, only on the "give program flexibility" and "increase external resources" goals is the difference between constituencies so large that the possibility that there is no real difference is rejected. Differences on the other 22 goals could have occurred by chance. The inference here is that there is high agreement on goal importance between constituencies.

*The Matrix Questionnaire is available from Lynne Borlen in our office in the Testing Center.

At the same time, however, there is quite a high difference of opinion within constituencies. This assertion is supported in part by several observations. For example, even the highest ranked goal for each group was just barely rated in the top ten (on the average) by only two of the three groups -- administrators on "attract 'new' students" and faculty on "achieve fiscal stability." Within-constituency variability may also explain in part why there were so few significant differences among the mean ratings of the three constituencies. In addition, those goals from "improve planning" on to the end had the widest spread of importance, or said another way, the least degree of agreement. In almost every instance there were an almost equal number of individuals who scored these goals between 1 and 10 as there were who scored them between 90 and 100. (That these goals came out as having "average" importance thus needs to be qualified).

In summary, then, the goal survey shows general agreement among UW-O individuals and groups. Reliance can be given to widely perceived importance of the high ranking goals. The diversity of opinion is greatest on those goals which, on the average, are judged of lesser (but not minor) importance as far as the calendar is concerned.

We conclude with an appeal for assistance. We plan to concentrate our evaluation efforts on the higher ranking goals -- up through #17 or 18. The question now is: What will constitute evidence that a goal has or has not been achieved?

Criteria for some goals are easier to specify than for others. For example, institutional records can supply data on student age, sex, and status (full or part-time) at different points in time and allow inferences to be made vis-a-vis the first goal, "attract 'new' students." On the other hand, how is student performance to be judged today and compared to learning prior to calendar change (the sixth ranking goal)?

As can be seen, we will not be able to provide definitive measures in many instances. We invite your suggestions regarding acceptable evidence on any of these goals. Any data you know about or ideas you have regarding the assessment of any goal will be greatly appreciated.

UW-O CALENDAR GOALS --
MEAN PRIORITY RATING AND RANK, BY GROUP

Goal	All Respondents (N = 24)*		Faculty Respondents (N = 6)**		Deans Respondents (N = 5)***		Administrators Respondents (N = 11)****	
	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
Attract "new" (non-traditional) students	14.2	1	23.5	9	16.2	4	9.2	1
Achieve fiscal stability	15.2	2	8.2	1	12.6	1	16.1	10
Allow faculty development	16.1	3	11.7	2	29.4	11	10.6	2
Enhance staff flexibility	19.3	4	32.2	16	18.6	5	11.2	3
Increase enrollment	21.8	5	29.3	14	13.8	3	15.3	9
Improve student performance (e.g., learning)	22.0	6	23.8	10	25.8	9	14.1	5
Increase curricular innovations	22.3	7	24.3	11	25.3	8	16.9	11
Give program flexibility	22.7	8	19.0	6	45.5(x)	19	11.5	4
Increase faculty research output	22.8	9	19.0	6	27.4	10	20.9	12
Improve the quality of education	22.8	9	26.0	13	23.3	7	15.5	8
Give UW-O a distinct mission -- a University of Alternatives	24.0	11	39.7	19	21.6	6	14.5	6
Increase external resources	24.8	12	18.2	4	45.0(x)	18	15.4	7
Improve campus morale	25.8	13	17.3	3	37.8	15	22.4	13
Development of instructional techniques	26.1	14	34.5	18	13.3	2	23.8	14

(x) Significantly lower (p = .05)

* All group is total of other groups plus one student and one person in UW syste

** Faculty group consisted of President of Faculty Senate, President WEAC, President TAUWF, President AAUP and a member of each faculty in the four curricular colleges

*** Deans group consisted of each curricular dean, graduate dean and Library and Learning Resources

**** Administrators group consisted of Chancellor, Vice Chancellor, three Assistant Chancellors, three Assistant Vice Chancellors, and three directors, assistant to Vice Chancellor, and Affirmative Action

UW-O CALENDAR GOALS --
MEAN PRIORITY RATING AND RANK, BY GROUP

(cont.)

Goal	All Respondents (N = 24)*		Faculty Respondents (N = 6)**		Deans Respondents (N = 5)***		Administrators Respondents (N = 11)****	
	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
Improve the public image of UW-O	29.0	15	21.2	8	32.0	12	25.0	15
Prevent faculty layoffs	30.7	16	18.2	4	39.6	16	30.9	16
Stimulate interdisciplinary activity	33.7	17	33.3	17	33.8	13	34.3	17
Improve planning	36.4	18	47.3	23	34.0	14	35.5	18
Provide professional security	43.2	19	31.0	15	48.0	21	52.1	23
Provide more efficient use of facilities	44.6	20	24.7	12	44.5	17	53.1	24
Increase faculty participation in governance	45.4	21	40.7	20	50.5	22	50.7	22
Increase community involvement and interaction	47.7	22	47.0	22	46.3	20	46.5	20
Serve as a model for other colleges and universities	48.3	23	44.8	21	55.3	23	50.6	21
Reduced time for a degree	52.7	24	65.7	24	60.5	24	38.8	19

(x) Significantly lower (p = .05)

* All group is total of other groups plus one student and one person in UW system

** Faculty group consisted of President of Faculty Senate, President WEAC, President TAUWF, President AAUP, and a member of each faculty in the four curricular colleges

*** Deans group consisted of each curricular dean, graduate dean and Library and Learning Resources

**** Administrators group consisted of Chancellor, Vice Chancellor, three Assistant Chancellors, three Assistant Vice Chancellors, and three directors, Assistant to Vice Chancellor, and Affirmative Action

Appendix G

THE OSHKOSH CALENDAR PLAN AND ITS EFFECTIVENESS

The University of Wisconsin-Oshkosh Calendar Plan was developed as a response to meeting, in a unique way, the needs of present and projected university constituencies. The calendar itself combines a traditional two-semester system of 17 weeks each and an 8-week summer session with an alternative calendar which divides the fall and spring semester each into three modules of 7-7-3 weeks and a summer semester into two 4-week modules.

The main focus of the calendar is upon the use of time. Time is usually overlooked in considering the resources of an institution, but, in fact, the manipulation of this variable can have potent effects on the educational process. In the UW-O calendar, time is used in three ways: to support faculty development, to increase student programming flexibility, and to encourage curriculum innovation. Unlike many non-traditional calendars, it does not substitute one set of temporal limitations for another; but rather it imbeds a radical approach to the use of time within a traditional semester, permitting both to function simultaneously.

The university has implemented many curricular and instructional innovations, including self-paced and auto-tutorial instructional formats, computer monitored, interdisciplinary academic courses and programs; and individually planned major for students who would like to design their own curriculum; an off-campus, self-paced program offered in public libraries; a continuous registration system so students may enroll and begin some courses at any time; and a pilot university without walls for part-time adult learners.

Evaluating the Calendar's Effectiveness - The Oshkosh Calendar is in its second year of operation and has recently been endorsed by a faculty referendum to continue for an indefinite period of time. To assess the impact of the Oshkosh Calendar among students, faculty and administrators, the university received a Fund for the Improvement of Post Secondary Education (FIPSE) grant. The provisions of the grant require that an external evaluation team be commissioned to study: (1) changes in campus activities, climate, and attitudes of students, faculty, administrators, and the Oshkosh community as a result of calendar implementation; (2) measure student and faculty attitudes toward unique instructional formats, teaching strategies, auto-technologies, and calendar time periods; (3) evaluate student performance in courses with various formats, teaching strategies and technologies; (4) evaluate the effectiveness of calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, etc.; (5) assess the effective responses of faculty to the Faculty Development Program which involves compensation for additional service for curriculum development, research opportunities, and in-service training.

An external evaluation team has been retained and is currently conducting its analysis of the calendar. The team consists of Dr. Robert Blackburn, Professor of Higher Education at the University of Michigan Center for the Study of Higher Education, and two doctoral candidates from the same institution. Their report which will be completed in August, 1977, will be widely disseminated throughout the University of Wisconsin System, as well as beyond in professional meetings and scholarly journals.

Appendix H

FINAL REPORT TO THE UW-O FACULTY

ON OSHKOSH CALENDAR EVALUATION

University of Michigan Evaluation Team

This last newsletter from our current project with you reports on the sessions we had with faculty, students, and staff on Thursday and Friday, October 20 and 21.

First of all, our egos were massaged by the number of you who had read parts or all of our extensive document. Second, we were most pleased by the spirit in which most everyone accepted remarks that we made which were of a critical nature. It was reassuring to have affirmed that we could be candid in reporting to all constituencies what we thought were both the strengths and weaknesses of what has happened since the adoption and implementation of the new academic calendar at UW-O. In all but one instance, the sessions we had with individuals and groups were constructive because people were looking forward, not backward. They wanted information as to what might be done next.

Second, in almost every session two remarks in our final report led to questions: one of these had to do with what we said was an "increased activity level"; the other had to do with our assertion of a "weak" faculty senate. We use this occasion to elaborate on both statements and to clarify our intentions.

With respect to "increased activity level", some people thought that this meant that if faculty activity with respect to calendar demands had increased, then activity with respect to something else necessarily had decreased. This is the "zero-sum" type of analysis, a most understandable interpretation. If one thing increases, it has to be at the expense of another, for the total amount of energy in the system is constant, so this argument goes. (We will dispute this interpretation in a moment for UW-O is not a system of inert bodies but rather is a collection of human beings directed towards a variety of goals.)

A second common interpretation that was made of this same expression of activity level was that it was our opinion that people were now just simply "spinning wheels", running faster on a treadmill but going nowhere. A few faculty and staff did feel the treadmill phenomenon. However, our feeling is that this viewpoint was a minority one.

What we meant by increased activity level was that what has happened at Oshkosh as a consequence of the calendar implementation is that a fairly complacent faculty (not lethargic) had become highly engaged in professional matters--teaching, research, and service. Even for those who felt some degree of frustration and exasperation at the increased pace, almost everyone said that the increased activity level was good not only for them but for other faculty as well. We might have said that more research has been accomplished, that an increase in service has resulted, or that the changes in teaching have led to increased learning, but we do not have hard data to support such an assertion. We think these are the directions in which UW-O faculty are going, but we cannot prove it. That is why we used the less precise term, "increased activity level".

Lastly, an increase of professional activity does not necessarily lead to a reduction of something else. We do not see professionalism as a zero-sum game, or that some faculty activity will suffer as a consequence of an increase of another. The growing body of research on faculty shows that those who do more of one activity do more of another. Teaching, research, and service intercorrelate positively, not negatively. The old saw of "the more, the more" is what is applicable here.

With respect to the assertion of a "weak" faculty senate, what we are claiming is in comparison with institutions of UW-O's history and type, the collective faculty here has less than average influence on institutional decisions. It is important to distinguish between individual faculty and the collection of these people acting as a body. It would be a misinterpretation of what we have said to assert that there have not been strong individuals who have been in leadership positions in the Senate. Quite the opposite is the case, for we identify leaders of both the immediate and not-too-distant past who we would put in the category of strong faculty persons. But individual strength and collective influence can be quite independent of one another. Hence we retain our assertion that the faculty as a collective body exerting influence on important decisions within UW-O is not strong.

A second misinterpretation of our remarks would be an inference that, if there is a weak faculty senate, then it follows that faculty are being mistreated by the administration. We made no such claim, nor do we now. What we are inferring is that if the collective faculty does not have power with respect to decisions affecting their lives, then those decisions are going to be made elsewhere, wisely or otherwise.

The evidence for our remarks comes from the fact that the Senate did not make principal decisions with respect to the form of the calendar plan, originally, or as revised. The Senate has not affected decisions on tenure densities or on who would be promoted or awarded tenure. We see many important decisions affecting the faculty currently being made by a joint committee of administrators, faculty, and students, not by a faculty body itself. These "non-decisions" are what we meant by a "weak" faculty senate, again, on a comparative basis with other institutions like UW-O but not with judgments about individual faculty.

Two other matters. There are more findings coming. Marie and Ellen should complete their dissertations by the first of the year. They will be transmitted and made available, most likely through an announcement in a bulletin and by placing a report on reserve in the library. In this way our "final" evaluation does not contain everything that we know about UW-O. E.g., more things have been learned about faculty and their participation in the innovation (Marie's study) since we wrote our evaluation in July and August.

(At the same time, we were somewhat taken back by some remarks that a few people made that implied we had withheld something we knew, that somehow our report had been censored. Such was not the case in any form or manner. What needs to be remembered is that we were not consultants hired by UW-O but were

outsiders engaged by the Fund for the Improvement of Postsecondary Education in the Department of Health, Education, and Welfare. We reported to them, and directly to them. That was clear in our original contract and is in part the reason that what we have done has been circulated as widely as it has been.)

Even though our role was not one of consultants but rather was one of evaluators, if we slip for a moment into that former role--now that the study is over--we can express some overall judgments about what has happened. There is no doubt that what has taken place at Oshkosh is a unique event in higher education. On no other occasion has an on-going institution of this magnitude introduced a change which has affected as many people as this and has had such a large alteration of life style. Second, the consequences of this innovation have led to UW-O receiving an extraordinary amount of attention in national circles in higher education. People now know that Oshkosh exists and their reactions are more than inquisitive (large numbers come to visit and write for information); it is also overwhelmingly positive.

Such external judgments coincide with our overview. While some problems still remain, and while some mistakes were made and some matters still need to be rectified, for the most part this has been a most noteworthy and significantly advantageous innovation.

P.S. We hope that we may be fortunate enough to acquire some funds that will allow us to come back in a couple of more years and to see how things are going. Many of the consequences of the innovation are long-term ones that were impossible for us to assess after but two years of operation.

We thank you for all your cooperation. As colleagues, we trust the relationships we have made will be enduring ones.

Robert Blackburn
Marie Dykes
Ellen Armstrong

University of Michigan
Evaluation Team

P.S.S. I too would like to thank all faculty who participated in this project whether responding to questionnaires or allowing themselves to be interviewed. If anyone would like a copy of the full Michigan report (170 pages), I'd be happy to send you one.

W. Sam Adams
FIPSE Project Director

(414) 424-0300 UNIVERSITY OF WISCONSIN–OSHKOSH OFFICE OF THE VICE CHANCELLOR OSHKOSH, WISCONSIN 54901

April 6, 1978

TO: FIPSE

FROM: W. Sam Adams

SUBJECT: Dissemination of "Impact of a New Academic Calendar on University Support Systems", University of Michigan, February 1978 (Appendix I)

Although an excellent doctoral dissertation with significant findings, the document would have limited large audience appeal. This research will be presented at the Association for Institutional Research in Houston May 1978. I have only enclosed the abstract; if anyone would like the complete dissertation he/she should contact the author at:

Dr. Ellen C. Armstrong
Staff Associate
Office of Student Services
and Policy Development
Rutgers University
New Brunswick, N.J. 08903

An Equal Opportunity/Affirmative Action Institution

Appendix I

ABSTRACT

IMPACT OF A NEW ACADEMIC CALENDAR ON
UNIVERSITY SUPPORT SYSTEMS

by
Ellen Childs Armstrong

[redacted]

This study examines the support systems of a university (that is, those parts of the collegial bureaucracy which create and maintain the environment in which the educational mission of the university can be carried out). Emphasis is placed on the role of the support systems in carrying out the university's academic functions, and on identifying those kinds of changes which can be anticipated as a result of an organization-wide innovation (specifically a change to a more flexible academic calendar), in order to discover what unanticipated consequences occur, how they can be explained, and what implications they will have for the future of the university in general and the innovation in particular.

The study presents a model for examining change in university support services. Using systems terminology, university support services are classified as managerial, adaptive, productive, support, and maintenance subsystems. The dimensions of structure, activity, volume, power, and

importance are used to predict changes occurring in the subsystems as a consequence of the innovation.

Interviews were conducted with administrators and staff members from fifteen support services at the University of Wisconsin-Oshkosh: the Registrar's Office, Data Processing, Media Services, Central Advising, the Faculty Development Board, the Testing Center, the Reading/Study Center, the Housing Office, the Bookstore, the Counseling Center, the Health Center, the Veterans Office, Placement, Admissions, and Financial Aid. The purposes of the interviews were 1) to understand the process and impact of change on university support systems by first defining the role of each of these systems, and 2) to know what part, if any, was played in the decision-making process by people from each area. (Those who participated in planning an innovation have both an investment in its success and the knowledge to inhibit it if they so desire.) In light of this knowledge, the degree to which the support services anticipated operational changes in their area as a result of the innovation is examined. This, in turn, helps clarify exactly what did occur in each area, including whether each office fulfilled its function, whether duplication of effort had been eliminated or incorporated, whether some changes occurred which cannot be attributed to the innovation in question, and whether the innovation had any effect on clientele satisfaction with the services.

For the most part, changes occurred to the extent

predicted. Offices that were central to the functioning of the innovation changed the most, and those unrelated to the academic mission of the university changed the least. Many offices could have taken more advantage of the innovation than they did, and the extent to which offices changed is related to the degree of pressure and support supplied by top administrative officers. The more the support service changed, the more the office was able to help the university achieve the goals of the innovation.

Analysis of the evidence suggests two additional factors to be included in the model: 1) the degree of commitment to or involvement in the innovation by administrators in each subsystem, and 2) the degree to which each subsystem is affected by the impact of the innovation on the subsystem's clients. The commitment and indirect factors are not themselves categories of change, but mediate changes that occur in each of the other dimensions of the model (structure, activity, volume, power, and importance).

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April 6, 1978

TO: FIPSE

FROM: W. Sam Adams

SUBJECT: Dissemination of "Organizational and Individual Influences on FAculty Participation in the Implementation of a University Innovation," University of Michigan, March 1978 (Appendix J)

This dissertation research was well done and deserves to be reported in scholarly journals. However, in its present form the document would be impractical to disseminate to large audiences. I have enclosed the summary; if anyone would like complete dissertation he/she should contact the author at:

Dr. Marie Draper Dykes
Assistant Provost for Academic Programs
Wayne State University
Detroit, Michigan 48859

WSA:vls

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Appendix J

SUMMARY

ORGANIZATIONAL AND INDIVIDUAL INFLUENCES ON FACULTY PARTICIPATION IN THE IMPLEMENTATION OF A UNIVERSITY INNOVATION

by Marie D. Dykes

[redacted]

This study examines factors which influence faculty participation in a complex organizational innovation. The innovation, precipitated by an organizational crisis, was initiated via a collective decision process. Over two-thirds of the faculty population voted for the implementation of the innovation. However, individual faculty were free to decide whether or not to participate in specific aspects of the program, even after it was implemented.

The literature on innovation, with particular emphasis on the implementation phase of innovation in professionally dominated organizational settings, was reviewed. Numerous studies have shown that in addition to attitudinal acceptance, behavioral use of an innovation can be related to a number of individual and organizational factors. Moreover, these factors may be mediated by a variety of environmental and situational factors which impact on whether an innovation is used. Extenuating circumstances--such as externally imposed constraints, competing attitudes, availability of resources and awards, attributes of the innovation--may serve as mediating factors. Such factors could discourage or facilitate use of an innovation in spite of attitudinal factors.

For the purposes of this study it was theorized that environmental uncertainty and organizational pressure for change as measured by performance gap would serve as a primary motivating force for participation. It was hypothesized that the impact of attitudinal, individual, and organizational factors on faculty participation would be mediated by the presence of a performance gap. Moreover, it was hypothesized that in those cases where there is a high performance gap, organizational factors would be most important in explaining participation.

This study presents and describes the results of the examination of the impact of various factors on faculty participation in the innovation. Conducted one year after the initiation of the trial period of the innovation, the study focuses on faculty perceptions and participation. A sample of 100 faculty, stratified by college and participation, was selected for examination. Of the 100 faculty interviewed, 99 returned usable questionnaires; therefore, sample responses are based on N = 99. Three types of statistical analyses were made: a) zero order, linear correlations; b) chi square; and c) regression. The level of significance was set at .05.

The contribution of three categories of variables--1) attitudinal; 2) individual; and 3) organizational--to the prediction of faculty participation in the innovation was assessed. The relationship of participation to each category was examined by analyzing the impact of variables within category as well as by analyzing the impact of each category of variables on participation. In addition, all of the independent variables

were used in stepwise multiple regression equations to determine which combination of variables explained the most variance in participation.

The primary findings support the hypothesis that the presence of a performance gap serves to mediate the influence of attitudinal, individual, and organizational factors affecting participation. The analyses of variables within categories produced few statistically significant associations, although the majority of the relationships were in the predicted direction. However, the existence of a performance gap intensified associations where they existed. The predictive capacity of categories was also affected by performance gap. The best predictor category for the total sample was individual factors (R^2 = .22). But organizational factors (R^2 = .45) was the best predictor category for respondents with high performance gap.

Overall, the twenty independent variables explained 41 per cent of the variance in participation. However, when controlled for performance gap, over 65 per cent of the variance was explained by the independent variables. The stepwise regression equations revealed that when there was high performance gap, five factors--individual incentives (r^2 = .29), goal agreement (r^2 = .10), qualitative stress (r^2 = .06), age (r^2 = .05), and professional needs (r^2 = .08)--accounted for 54 per cent of the variance. Contrary to the predicted relationship, organizational factors were not the most important variables in explaining participation. Instead, a combination of attitudinal, individual and organizational variables had the highest predictive capacity for participation. The decision by faculty

to participate in the innovation was influenced not only by organizational needs and requirements but also by perceived benefits and compatibility of the innovation with personal and professional needs.

The implications of these findings for theory, for empirical investigation, and for the implementation of organizational innovations in professionally-dominated settings are discussed.